

***South Carolina Teaching Standards Lesson Observation Form***

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| Teacher Candidate: | Date:  | Lesson #: |
| Classroom Teacher: | School:  |
| University Supervisor: | Grade/Subject: |
| Evaluator: | Date of Conference: |

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| **South Carolina Teaching Standards Rubric****:** |
| **Instruction** |
|  | **Exemplary (4)** | **Proficient (3)** | **Needs Improvement (2)** | **Unsatisfactory (1)** |
| **Description of Qualifying Measures** | **Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.** | **Some Evidence of Student Centered Learning/ Student Ownership of Learning****– Teacher Facilitates the Learning** | **Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.** | **Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning** |
| **Standards and Objectives**ADEPT 1B; 2A; 4A; 7A**Score:** \_\_\_ | * All learning objectives and state content standards are explicitly communicated.
* Sub-objectives are aligned and logically sequenced to the lesson’s major objective.
* Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.
* Expectations for each student’s performance are clear, demanding, and high.
* State standards are displayed, referenced throughout the lesson with explanations.
* There is evidence that most students demonstrate mastery of the objective.
 | * Most learning objectives and state content standards are communicated.
* Sub-objectives are mostly aligned to the lesson’s major objective.
* Learning objectives are connected to what students have previously learned.
* Expectations for student performance are clear, demanding and high.
* State standards are displayed and referenced in the lesson.
* There is evidence that most students demonstrate mastery of the objective.
 | * Some learning objectives and state content standards are communicated.
* Sub-objectives are sometimes aligned to the lesson’s major objective.
* Learning objectives are not clearly connected to what students have previously learned.
* Expectations for student performance are clear.
* State standards are appropriately displayed
* There is evidence that some of the students demonstrate mastery of the objective.
 | * Learning objectives and state content standards are not communicated.
* Sub-objectives are rarely aligned to the lesson’s major objective.
* Learning objectives are rarely connected to what students have previously learned.
* Expectations for student performance are vague.
* State standards are not appropriately displayed.
* There is evidence that few students demonstrate mastery of the objective.
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| **Evidence Notes:** |
| **Motivating Students**ADEPT 1E; 4B,C; 6C; 8B; 9AEEDA 5**Score:** \_\_\_ | * The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students.
* The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued.
* The teacher consistently reinforces and rewards effort.
 | * The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students.
* The teacher often develops learning experiences where inquiry, curiosity and exploration are valued.
* The teacher regularly reinforces and rewards effort.
 | * The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students.
* The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued.
* The teacher sometimes reinforces and rewards effort.
 | * The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students.
* The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued.
* The teacher rarely reinforces and rewards effort.
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| **Evidence Notes:** |
| **Presenting Instructional Content**ADEPT 5A,C; 6B,C**Score:** \_\_\_ | Presentation of content always includes:* visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson.
* Explicit examples, illustrations, analogies, and labels for new concepts and ideas.
* modeling by the teacher to demonstrate his or her performance expectations throughout the lesson.
* concise communication.
* logical sequencing and segmenting.
* all essential information.
* no irrelevant, confusing, or non- essential information.
 | Presentation of content most of the time includes:* visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson.
* examples, illustrations, analogies, and labels for new concepts and ideas.
* modeling by the teacher to demonstrate his or her performance expectations.
* concise communication.
* logical sequencing and segmenting.
* all essential information.
* no irrelevant, confusing, or non- essential information.
 | Presentation of content sometimes includes:* visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson
* examples, illustrations, analogies, and labels for new concepts and ideas.
* modeling by the teacher to demonstrate his or her performance expectations.
* concise communication.
* logical sequencing and segmenting.
* all essential information
* no irrelevant, confusing, or non- essential information.
 | Presentation of content rarely includes:* visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.
* examples, illustrations, analogies, and labels for new concepts and ideas.
* modeling by the teacher to demonstrate his or her performance expectations.
* concise communication.
* logical sequencing and segmenting.
* all essential information.
* no irrelevant, confusing, or non- essential information.
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| **Evidence Notes:** |
| **Lesson Structure and Pacing**ADEPT 6C;9B,C**Score:** \_\_\_ | * The lesson starts promptly.
* The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection.
* Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates.
* Routines for distributing materials are seamless.
* No instructional time is lost during transitions.
 | * The lesson starts promptly.
* The lesson's structure is coherent, with a beginning, middle, and end and reflection.
* Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.
* Routines for distributing materials are efficient.
* Little instructional time is lost during transitions.
 | * The lesson starts somewhat promptly.
* The lesson's structure is coherent, with a beginning, middle, and end.
* Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates.
* Routines for distributing materials are efficient.
* Instructional time is lost during transitions.
 | * The lesson does not start promptly.
* The lesson has a structure, but may be missing closure or introductory elements.
* Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates.
* Routines for distributing materials are inefficient.
* Considerable time is lost during transitions.
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| **Evidence Notes:** |

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| **Activities****and Materials**ADEPT 2B; 5B,C; 6CTechnologyEEDA 5, 6, 7**Score:** \_\_\_ | Activities and materials include all of the following:* support the lesson objectives.
* are challenging.
* sustain students’ attention.
* elicit a variety of thinking.
* provide time for reflection.
* are relevant to students’ lives.
* provide opportunities for student to student interaction.
* induce student curiosity and suspense.
* provide students with choices.
* incorporate multimedia and technology which enhances student learning and thinking.
* incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).
* In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self- direction and self-monitoring.
 | Activities and materials include most of the following:* support the lesson objectives.
* are challenging.
* sustain students’ attention.
* elicit a variety of thinking.
* provide time for reflection.
* are relevant to students’ lives.
* provide opportunities for student to student interaction.
* induce student curiosity and suspense.
* provide students with choices.
* incorporate multimedia and technology.
* incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).
 | Activities and materials include some of the following:* support the lesson objectives.
* are challenging.
* sustain students’ attention.
* elicit a variety of thinking.
* provide time for reflection.
* are relevant to students’ lives.
* provide opportunities for student to student interaction.
* induce student curiosity and suspense.
* provide students with choices.
* incorporate multimedia and technology.
* incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).
 | Activities and materials include few of the following:* support the lesson objectives.
* are challenging.
* sustain students’ attention.
* elicit a variety of thinking.
* provide time for reflection.
* are relevant to students’ lives.
* provide opportunities for student to student interaction.
* induce student curiosity and suspense.
* provide students with choices.
* incorporate multimedia and technology.
* incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).
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| **Evidence Notes:** |
| **Questioning** ADEPT 5C; 7A **Score**: \_\_\_ | Teacher questions are varied and high quality providing a consistently balanced mix of question types:* knowledge and comprehension,
* application and analysis, and
* creation and evaluation.
* Questions are consistently purposeful and coherent.
* A high frequency of questions is asked.
* Questions are consistently sequenced with attention to the instructional goals.
* Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
* Wait time (3-5 seconds) is consistently provided.
* The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.
* Students generate higher order questions that lead to further inquiry and self-directed learning.
 | Teacher questions are varied and high quality providing a balanced mix of question types:* knowledge and comprehension,
* application and analysis, and
* creation and evaluation.
* Questions are usually purposeful and coherent.
* A moderate frequency of questions asked.
* Questions are often sequenced with attention to the instructional goals.
* Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
* Wait time is often provided.
* The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.
* Students generate questions that lead to further inquiry and self-directed learning.
 | Teacher questions are varied and high quality providing for some, but not all, question types:* knowledge and comprehension,
* application and analysis, and
* creation and evaluation.
* Questions are sometimes purposeful and coherent.
* A moderate frequency of questions asked.
* Questions are sometimes sequenced with attention to the instructional goals.
* Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
* Wait time is sometimes provided.
* The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.
 | Teacher questions are inconsistent in quality and include few question types:* knowledge and comprehension,
* application and analysis, and
* creation and evaluation.
* Questions are random and lack coherence.
* A low frequency of questions is asked.
* Questions are rarely sequenced with attention to the instructional goals.
* Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
* Wait time is inconsistently provided.
* The teacher mostly calls on volunteers and high ability students.
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| **Evidence Notes:** |

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| **Academic Feedback** ADEPT 7B,C **Score: \_\_\_** | * Oral and written feedback is consistently academically focused, frequent, and high quality.
* Feedback is frequently given during guided practice and homework review.
* The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback.
* Feedback from students is consistently used to monitor and adjust instruction.
* Teacher engages students in giving specific and high quality feedback to one another.
 | * Oral and written feedback is mostly academically focused, frequent, and mostly high quality.
* Feedback is often given during guided practice and homework review.
* The teacher circulates regularly during instructional activities to support engagement, and monitor student work.
* Feedback from students is regularly used to monitor and adjust instruction.
* Teacher engages students in giving feedback to one another.
 | * Oral and written feedback is sometimes academically focused, frequent, and mostly high quality.
* Feedback is sometimes given during guided practice and homework review.
* The teacher circulates sometimes during instructional activities to support engagement, and monitor student work.
* Feedback from students is sometimes used to monitor and adjust instruction.
 | * The quality and timeliness of feedback is inconsistent.
* Feedback is rarely given during guided practice and homework review.
* The teacher circulates during instructional activities, but monitors mostly behavior.
* Feedback from students is rarely used to monitor or adjust instruction.
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|  **Evidence Notes:**  |
| **Grouping Students** ADEPT 5B,CEEDA 6**Score: \_\_\_** | * The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.
* All students in groups know their roles, responsibilities, and group work expectations.
* All students participating in groups are held accountable for group work and individual work.
* Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.
* Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning
 | * The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.
* Most students in groups know their roles, responsibilities, and group work expectations.
* Most students participating in groups are held accountable for group work and individual work.
* Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.
 | * The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency.
* Some students in groups know their roles, responsibilities, and group work expectations.
* Some students participating in groups are held accountable for group work and individual work.
* Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson.
 | * The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency.
* Few students in groups know their roles, responsibilities, and group work expectations.
* Few students participating in groups are held accountable for group work and individual work.
* Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.
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| **Evidence Notes:** |

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| **Teacher Content Knowledge**ADEPT 5A; 6A,B,C **Score:** \_\_\_ | * Teacher displays extensive content knowledge of all the subjects she or he teaches.
* Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.2
* The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.
* Limited content is taught in sufficient depth to allow for the development of understanding.
 | * Teacher displays accurate content knowledge of all the subjects he or she teaches.
* Teacher regularly implements subject- specific instructional strategies to enhance student content knowledge.
* The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.
 | * Teacher displays adequate content knowledge of all the subjects he or she teaches.
* Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.
* The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.
 | * Teacher displays under-developed content knowledge in several subject areas.
* Teacher rarely implements subject- specific instructional strategies to enhance student content knowledge.
* Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.
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|  **Evidence Notes:** |
| **Teacher Knowledge of Students3** ADEPT 5A; 6BEEDA 7 **Score:** \_\_\_ | * Teacher practices display understanding of each student’s anticipated learning difficulties.
* Teacher practices consistently incorporate student interests and cultural heritage.
* Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.
 | * Teacher practices display understanding of most student anticipated learning difficulties.
* Teacher practices regularly incorporate student interests and cultural heritage.
* Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.
 | * Teacher practices display understanding of some student anticipated learning difficulties.
* Teacher practices sometimes incorporate student interests and cultural heritage.
* Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.
 | * Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties.
* Teacher practices rarely incorporate student interests or cultural heritage.
* Teacher practices demonstrate little differentiation of instructional methods or content.
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|  **Evidence Notes:** |

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| **Thinking** ADEPT 5B EEDA 5 **Score:** \_\_\_ | The teacher thoroughly teaches three types of thinking:* analytical thinking where students analyze, compare and contrast, and evaluate and explain information.4
* practical thinking where students use, apply, and implement what they learn in real-life scenarios.5
* creative thinking where students create, design, imagine and suppose.6
* research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.7
* instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning.
* The teacher consistently provides opportunities where students:
	+ generate a variety of ideas and alternatives.
	+ analyze problems from multiple perspectives and viewpoints.
	+ monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.
 | The teacher thoroughly teaches two types of thinking:* analytical thinking where students analyze, compare and contrast, and evaluate and explain information.
* practical thinking where students use, apply, and implement what they learn in real-life scenarios.
* creative thinking where students create, design, imagine and suppose.
* research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.
* instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning.

The teacher regularly provides opportunities where students:* + generate a variety of ideas and alternatives.
	+ analyze problems from multiple perspectives and viewpoints.
 | The teacher attempts to teach one type of thinking but does not thoroughly teach at least one type of thinking:* analytical thinking where students analyze, compare and contrast, and evaluate and explain information.
* practical thinking where students use, apply, and implement what they learn in real-life scenarios.
* creative thinking where students create, design, imagine and suppose.
* research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.
* instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning.

The teacher sometimes provides opportunities where students:* + generate a variety of ideas and alternatives.
	+ analyze problems from multiple perspectives and viewpoints.
 | The teacher implements no learning experiences that thoroughly teach any type of thinking.The teacher provides few opportunities where students:* generate a variety of ideas and alternatives.
* analyze problems from multiple perspectives and viewpoints.
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| **Evidence Notes:** |

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| **Problem Solving**ADEPT 5B**Score:** \_\_\_ | The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:* Abstraction
* Categorization
* Drawing Conclusions/Justifying Solutions
* Predicting Outcomes
* Observing and Experimenting
* Improving Solutions
* Identifying Relevant/Irrelevant Information
* Generating Ideas
* Creating and Designing
 | The teacher implements activities that teach and reinforce 2 of the following problem solving types:* Abstraction
* Categorization
* Drawing Conclusions/Justifying Solution
* Predicting Outcomes
* Observing and Experimenting
* Improving Solutions
* Identifying Relevant/Irrelevant Information
* Generating Ideas
* Creating and Designing
 | The teacher implements activities that teach and reinforce 1 of the following problem solving types:* Abstraction
* Categorization
* Drawing Conclusions/Justifying Solution
* Predicting Outcomes
* Observing and Experimenting
* Improving Solutions
* Identifying Relevant/Irrelevant Information
* Generating Ideas
* Creating and Designing
 | The teacher implements no activities that teach and reinforce any of the following problem solving types:* Abstraction
* Categorization
* Drawing Conclusions/Justifying Solution
* Predicting Outcomes
* Observing and Experimenting
* Improving Solutions
* Identifying Relevant/Irrelevant Information
* Generating Ideas
* Creating and Designing
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| **Evidence Notes:** |
|  **Overall Evidence Notes - Instruction:** |

1. Robert Sternberg (1998). Principles of Teaching for Successful Intelligence. Educational Psychologist, 33, 65-72.

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|  |  **Planning** |
|  | **Exemplary (4)** | **Proficient (3)** | **Needs Improvement (2)** | **Unsatisfactory (1)** |
| **Description of Qualifying Measures** | **Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.** | **Some Evidence of Student Centered Learning/ Student Ownership of Learning****– Teacher Facilitates the Learning** | **Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.** | **Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning** |
| **Instructional Plans**ADEPT 1A,B,C; 2A,2B**Score:** \_\_\_ | Instructional plans include:* measurable and explicit goals aligned to state content standards.
	+ activities, materials, and assessments that:
* are aligned to state standards.
* are sequenced from basic to complex.
* build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines.
* provide appropriate time for student work, student reflection, and lesson and unit closure.
* evidence that plan is appropriate for the age, knowledge, and interests of all learners.
* evidence that the plan provides regular opportunities to accommodate individual student needs.
 | Instructional plans include:* goals aligned to state content standards.
	+ activities, materials, and assessments that:
* are aligned to state standards.
* are sequenced from basic to complex.
* build on prior student knowledge.
* provide appropriate time for student work, and lesson and unit closure.
* evidence that plan is appropriate for the age, knowledge, and interests of most learners.
* evidence that the plan provides some opportunities to accommodate individual student needs.
 | Instructional plans include:* some goals aligned to state content standards.
	+ activities, materials, and assessments that:
* are sometimes aligned to state standards.
* are sometimes sequenced from basic to complex.
* Sometimes build on prior student knowledge.
* Sometimes provide appropriate time for student work, and lesson and unit closure.
* Some evidence that plan is appropriate for the age, knowledge, and interests of most learners.
* evidence that the plan provides some opportunities to accommodate individual student needs.
 | Instructional plans include:* few goals aligned to state content standards.
* activities, materials, and assessments that:
	+ are rarely aligned to state standards.
	+ are rarely logically sequenced.
	+ rarely build on prior student knowledge
	+ inconsistently provide time for student work, and lesson and unit closure
* little evidence that the plan is appropriate for the age, knowledge, or interests of the learners.
* little evidence that the plan provides some opportunities to accommodate individual student needs.
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| **Evidence Notes:** |

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| **Student Work1** ADEPT 1C,D;2C; 3B **Score:** \_\_\_ | Assignments require students to:* organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it.
* draw conclusions, make generalizations, and produce arguments that are supported through extended writing.
* connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.
 | Assignments require students to:* interpret and analyze information rather than reproduce it.
* draw conclusions and support them through writing.
* connect what they are learning to prior learning and some life experiences.
 | Assignments require students to:* interpret information rather than reproduce it.
* Sometimes draw conclusions and support them through writing.
* Sometimes connect what they are learning to prior learning
 | Assignments require students to:* mostly reproduce information.
* rarely draw conclusions and support them through writing.
* rarely connect what they are learning to prior learning or life experiences.
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| **Evidence Notes:** |
| **Assessment**ADEPT 2C; 3A,B,C; 7B**Score:** \_\_\_ | Assessment Plans:* are consistently aligned with state content standards.
* have clear appropriate measurement criteria.
* measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test.
* require extended written tasks.
* are portfolio-based with clear illustrations of student progress toward state content standards.
* include descriptions of how assessment results will be used to inform future instruction.
 | Assessment Plans:* are aligned with state content standards.
* have clear measurement criteria.
* measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).
* require written tasks.
* include performance checks throughout the school year.
 | Assessment Plans:* are sometimes aligned with state content standards.
* have measurement criteria.
* measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).
* require limited written tasks.
* include performance checks but may not be monitored consistently.
 | Assessment Plans:* are rarely aligned with state content standards.
* have ambiguous measurement criteria.
* measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).
* include performance checks, although the purpose of these checks is not clear.
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| **Evidence Notes:** |
| **Overall Evidence Notes - Planning:** |

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| **Environment** |
|  | **Exemplary (4)** | **Proficient (3)** | **Needs Improvement (2)** | **Unsatisfactory (1)** |
| **Description of Qualifying Measures** | **Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the****Learning.** | **Some Evidence of Student Centered Learning/ Student Ownership****of Learning – Teacher Facilitates the Learning** | **Moving Towards Student Centered Learning/Student Ownership****of Learning-Consistent Reliance on Teacher Direction.** | **Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning** |
| **Expectations**ADEPT 4A,B;8C; 9B**Score:** \_\_\_ | * Teacher sets high and demanding academic expectations for every student.
* Teacher encourages students to learn from mistakes.
* Teacher creates learning opportunities where all students can experience success.
* Students take initiative and follow through with their own work.
* Teacher optimizes instructional time, teaches more material, and demands better performance from every student.
 | * Teacher sets high and demanding academic expectations for every student.
* Teacher encourages students to learn from mistakes.
* Teacher creates learning opportunities where most students can experience success.
* Students complete their work according to teacher expectations.
 | * Teacher sets high and demanding academic expectations for most students.
* Teacher encourages students to learn from mistakes.
* Teacher creates learning opportunities where some students can experience success.
* Teacher expectations for student work are not clear for all students.
 | * Teacher expectations are not sufficiently high for every student.
* Teacher creates an environment where mistakes and failure are not viewed as learning experiences.
* Students demonstrate little or no pride in the quality of their work.
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|  **Evidence Notes:** |

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| **Managing Student Behavior**ADEPT 1E; 8B**Score:**\_\_ | * Students are consistently well-behaved, and on task.
* Teacher and students establish clear rules and expectations for learning and behavior.
* The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.
* The teacher overlooks inconsequential behavior.
* The teacher deals with students who have caused disruptions rather than the entire class.
* The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.
 | * Students are mostly well- behaved, and on task, some minor learning disruptions may occur.
* Teacher establishes rules for learning and behavior.
* The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.
* The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson.
* The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.
 | * Student behavior is inconsistent with several students off task, minor learning disruptions are frequent.
* Teacher establishes rules for learning and behavior.
* The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.
* The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson.
* The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.
 | * Students are not well-behaved and are often off-task.
* Teacher establishes few rules for learning and behavior.
* The teacher uses few techniques to maintain appropriate student behavior.
* The teacher does not distinguish between inconsequential behavior and inappropriate behavior.
* Disruptions frequently interrupt instruction.
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|  **Evidence Notes:** |
| **Environment**ADEPT 8A,B**Score:**\_\_\_\_\_\_ | The classroom* welcomes all members and guests
* is organized and understandable to all students and encourages student collaboration .
* supplies, equipment, and resources are easily and readily accessible for all students.
* displays student work that frequently changes.
* is consistently arranged to promote individual and group learning.
 | The classroom* welcomes most members and guests.
* is organized and understandable to most students.
* supplies, equipment, and resources are accessible for most students.
* displays student work.
* is arranged to promote individual and group learning.
 | The classroom* welcomes some members and guests.
* is organized and understandable to some students.
* supplies, equipment, and resources are accessible.
* Displayed student work is not updated regularly.
* is sometimes arranged to promote individual and group learning.
 | The classroom* is somewhat cold and uninviting.
* is not well organized and understandable to students.
* supplies, equipment, and resources are difficult to access.
* does not display student work.
* is not arranged to promote group learning.
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| **Evidence Notes:** |
| **Respectful Culture9**ADEPT8B,C;9A**Score:** \_\_\_ | * Teacher-student interactions demonstrate caring and respect for one another.
* Students exhibit caring and respect for one another.
* Teacher seeks out, and is receptive to the interests and opinions of all students.
* Positive relationships and interdependence characterize the classroom.
 | * Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies.
* Students exhibit respect for the teacher, and are often polite to each other.
* Teacher is often receptive to the interests and opinions of students.
 | * Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.
* Students exhibit respect for the teacher, and are generally polite to each other.
* Teacher is sometimes receptive to the interests and opinions of students.
 | * Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.
* Students exhibit disrespect for the teacher.
* Student interaction is characterized by conflict, sarcasm, or put-downs.
* Teacher is not receptive to interests and opinions of students.
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|  **Evidence Notes:** |
|  **Overall Evidence Notes - Environment:** |

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| **Technology**  |
|  | Performance Standard | Exemplary4 | Proficient3 | Needs Improvement2 | Unsatisfactory1 |
| **Use of Technology****Score: \_\_\_\_\_** | Candidate uses instructional technology in the classroom for student learning (e.g., smartboards, laptops, ipads). | Always | Often | Sometimes | Rarely |
| **Use of Technology****Score: \_\_\_\_\_** | Candidate uses web sites and web applications in the design and implementation of lessons. | Always | Often | Sometimes | Rarely |
| **Evidence Notes:** |