Tennessee Educator Acceleration Model（TEAM）

Evaluation Training Workbook

National Institute for
Excellence in Teaching®

WHAT'S INSIDE

In this *Evaluation Training Workbook* you will find all of the tools, guides, rubrics, templates, and materials necessary to begin your understanding of the evaluation process.

The workbook is divided into sections based on the materials you will need for each day of training. Included in the workbook are multiple copies of the rubrics that you will use to evaluate instruction throughout this training and pertinent lesson plans for the videos you will view. In addition to the rubrics, the workbook includes scoring and evidence templates that you will use to practice categorizing evidence observed and scoring lesson videos. Also, templates outlining the post-conference are included as part of the pre- and post-conferencing session of the training.

The last section contains lesson plans that accompany some of the lesson videos included in the training, directions for the online certification test, observer report forms, as well as reinforcement and refinement forms for practice.

This workbook is meant to be used to enhance your training experience in the evaluation process.

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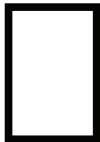3. Growing and Developing Professionally
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The *Instruction*, *Planning*, *Environment,* and *Professionalism* rubrics are on the following pages.

INSTRUCTION

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• 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 student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • 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. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently 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 displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently 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 and relevant to 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 and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always 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; and • 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 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; and • 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; and • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and 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. • 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 does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

INSTRUCTION *Continued*

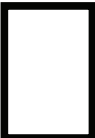|	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	Activities and materials include all of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide 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; and • 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; and • 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; and • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).

Questioning	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 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 nonvolunteers, 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 usually 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 nonvolunteers, 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.

INSTRUCTION *Continued*

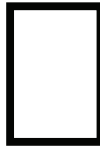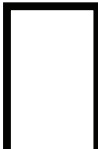|	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly 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 sometimes given during guided practice and homework review. • The teacher circulates 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.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous 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; heterogeneous 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; heterogeneous 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.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of 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. • 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 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.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's 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.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking	The teacher thoroughly teaches two or more 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints; <u>and</u> • monitor their thinking to ensure 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 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; and • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: • generate a variety of ideas and alternatives; or • analyze problems from multiple perspectives and viewpoints.
Problem Solving	The teacher implements activities that teach and reinforce three 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 two 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 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

PLANNING

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)

Instructional Plans	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; and
	• 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; and
		• 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; and
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work	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; and • 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 information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing; and • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: • are aligned with state content standards; • have clear 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; and • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards; • have 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; and • include performance checks throughout the school year.	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); and • include performance checks, although the purpose of these checks is not clear.

ENVIRONMENT

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• 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 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.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher uses several techniques, such as 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 and firmly.	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as 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 deals with students who have caused disruptions, yet sometimes he or she 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 cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom: • welcomes all members and guests. • is organized and understandable to all students. • supplies, equipment, and resources are easily and readily accessible. • displays student work that frequently changes. • is 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. • displays student work. • is 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.
Respectful Culture	• 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 generally 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.

PROFESSIONALISM

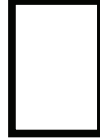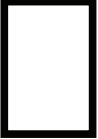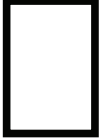| Performance Standard		Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development opportunities.	Regularly	Sometimes	Rarely
	2. The educator appropriately attempts to implement new strategies.	Regularly	Sometimes	Rarely
	3. The educator develops and works on a personal learning plan based on analyses of school improvement plans and goals, self-assessment, and feedback from observations.	Regularly	Sometimes	Rarely
Reflecting on Teaching	4. The educator makes thoughtful and accurate assessments of his/her effectiveness as evidenced by the self-reflection after each observation.	Regularly	Sometimes	Rarely
	5. The educator takes action to improve his/her performance.	Regularly	Sometimes	Rarely
	6. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional or support decisions.	Regularly	Sometimes	Rarely
Community Involvement	7. The educator actively supports school activities and events.	Regularly	Sometimes	Rarely
School Responsibilities	8. The educator adheres to school and district policies for personnel.	Regularly	Sometimes	Rarely
	9. The educator works with peers in contributing to a safe and orderly learning environment.	Regularly	Sometimes	Rarely
	10. The educator contributes to the school community by assisting/mentoring others, including collaborative planning, coaching, or mentoring other educators, or supervising clinical experiences for aspiring teachers.	Regularly	Sometimes	Rarely

DAY **1**

INSTRUCTION

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• 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 student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • 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. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently 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 displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently 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 and relevant to 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 and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always 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; and • 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 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; and • 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; and • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and 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. • 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 does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	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; and • 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; and • 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; and • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).
Questioning	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 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 nonvolunteers, 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 usually 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 nonvolunteers, 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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INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Academic Feedback	• 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 regularly 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 sometimes given during guided practice and homework review. • The teacher circulates 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.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous 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; heterogeneous 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; heterogeneous 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.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of 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. • 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 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.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's 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.

INSTRUCTION *Continued*

	Significantly **Above** Expectations (5)	At Expectations (3)	Significantly **Below** Expectations (1)
Thinking	The teacher thoroughly teaches two or more 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints; and • monitor their thinking to ensure 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 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; and • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: • generate a variety of ideas and alternatives; or • analyze problems from multiple perspectives and viewpoints.
Problem Solving	The teacher implements activities that teach and reinforce three 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 two 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 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

HINTS FOR CAPTURING EVIDENCE

During the lesson:

When capturing evidence, these strategies will help you collect accurate and defensible notes.

1. **Time**: Capture the length of different segments of the lesson.

2. **Abbreviate**: It's tough to get down everything the teacher says or does, so, when possible, abbreviate. After the lesson, review your notes and write out what you abbreviated.

3. **Verbatim**: Capture verbatim dialogue when possible. Nothing is better than direct quotes of what the teacher and/or students say. Use a **T** for teacher and **S** for student.

4. **Paraphrase**: Use parentheses to indicate that you are paraphrasing, so when you go back through your notes you know what is paraphrased and what is verbatim.

5. **Q & F**: After you finish, go through your evidence and label all questions and feedback.

6. **Upfront Summary**: After you finish, go through your evidence and write a brief summary of the lesson.

7. **Label**: Begin to categorize your notes by labeling evidence for various indicators on the rubric.

8. **Lesson Analysis**: Identify the lesson's primary objective and its sub-objectives.

9. **Circulate**: Circulate as necessary to collect evidence from teacher, students, and student work.
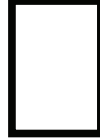
INSTRUCTION

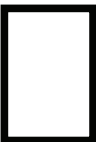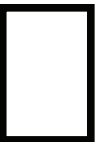|	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • 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. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently 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 displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently 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 and relevant to 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 and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always 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; and • 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 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; and • 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; and • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and 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. • 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 does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	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; and • 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; and • 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; and • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).
Questioning	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 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 nonvolunteers, 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 usually 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 nonvolunteers, 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.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Academic Feedback	• 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 regularly 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 sometimes given during guided practice and homework review. • The teacher circulates 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.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous 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; heterogeneous 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; heterogeneous 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.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of 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. • 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 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.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's 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.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking	The teacher thoroughly teaches two or more 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints; and • monitor their thinking to ensure 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 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; and • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: • generate a variety of ideas and alternatives; or • analyze problems from multiple perspectives and viewpoints.
Problem Solving	The teacher implements activities that teach and reinforce three 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 two 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 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

Scoring and Evidence Template for 7th Grade Science Lesson: Instruction

Evidence Notes	Instruction	Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

ENVIRONMENT

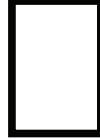|	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can 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 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.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher uses several techniques, such as 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 and firmly.	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as 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 deals with students who have caused disruptions, yet sometimes he or she 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 cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom: • welcomes all members and guests. • is organized and understandable to all students. • supplies, equipment, and resources are easily and readily accessible. • displays student work that frequently changes. • is 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. • displays student work. • is 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.
Respectful Culture	• 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 generally 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.

INSTRUCTION

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• 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 student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • 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. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently 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 displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently 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 and relevant to 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 and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always 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; and • 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 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; and • 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; and • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and 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. • 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 does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	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; and • 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; and • 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; and • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).

Questioning	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 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 nonvolunteers, 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 usually 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 nonvolunteers, 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.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Academic Feedback	• 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 regularly 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 sometimes given during guided practice and homework review. • The teacher circulates 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.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous 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; heterogeneous 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; heterogeneous 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.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of 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. • 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 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.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's 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.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking	The teacher thoroughly teaches two or more 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints; and • monitor their thinking to ensure 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 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; and • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: • generate a variety of ideas and alternatives; or • analyze problems from multiple perspectives and viewpoints.
Problem Solving	The teacher implements activities that teach and reinforce three 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 two 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 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

Scoring and Evidence Template for 4th Grade Math Lesson: Instruction

Evidence Notes	Instruction	Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

ENVIRONMENT

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• 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 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.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher uses several techniques, such as 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 and firmly.	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as 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 deals with students who have caused disruptions, yet sometimes he or she 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 cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom: • welcomes all members and guests. • is organized and understandable to all students. • supplies, equipment, and resources are easily and readily accessible. • displays student work that frequently changes. • is 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. • displays student work. • is 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.
Respectful Culture	• 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 generally 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.

Scoring and Evidence Template for 4th Grade Math Lesson: Environment

Evidence Notes	Environment	Score
	Expectations	
	Managing Student Behavior	
	Environment	
	Respectful Culture	

DAY **2**

PLANNING

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)

Instructional Plans	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; and
	• 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; and
		• 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; and
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work	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; and • 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 information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing; and • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: • are aligned with state content standards; • have clear 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; and • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards; • have 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; and • include performance checks throughout the school year.	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); and • include performance checks, although the purpose of these checks is not clear.

FIFTH GRADE MATH LESSON PLAN (TRAINING EXAMPLE ONLY)

UNIT: 3 PROPERTIES IN GEOMETRY
LESSON / CONCEPT: CONCEPT 2: CIRCLES AND POLYGONS / LESSON 21.2: QUADRILATERALS

GLE # / OBJECTIVE: Today, I will be able to classify quadrilaterals based on its sides and angles AND solve its missing angle. GLE 24.

Higher-Order Thinking Questions:

1. What are some similarities and difference between triangles and quadrilaterals?

2. Can a square be called a rectangle?

3. Is it possible for a quadrilateral to have 4 obtuse angles?

METHODS / ACTIVITIES:

Opening Dialogue: Today, we are going to learn about classifying quadrilaterals based on their sides and angles. We are also going to solve the missing angle. We are learning this because quadrilaterals are used in our everyday life: floor tiles, home designs, etc.

Hook / Review (5-10 min) Teacher will show students an extravagant home with quadrilaterals in the design.

Lesson Procedures (Direct Instruction, Guided Practice, Independent Study) (30-45 min)

1. Think about it… – students will decide on answers to questions on an index card that is taped to their desks.

2. Review of vocabulary that is necessary in classifying quadrilaterals. Students will complete a "cheat sheet" during the vocabulary discussion.

3. Sorting Activity – students will work with a partner to sort characteristics of quadrilaterals. Students will go back to think about it to revise their answers periodically.

4. Angle Investigation – students will use calculators to discover the total of the angles inside of a quadrilateral.

5. Rotation Stations – students will rotate with a partner to answer various questions about quadrilaterals.

Real World Connection (5-10 min) See Hook

Closure / Reflection (3-5 min) Summarize accomplishment of objective.

INSTRUCTION

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• 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 student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • 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. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently 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 displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently 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 and relevant to 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 and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always 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; and • 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 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; and • 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; and • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and 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. • 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 does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	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; and • 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; and • 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; and • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).

Questioning	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 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 nonvolunteers, 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 usually 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 nonvolunteers, 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.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Academic Feedback	• 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 regularly 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 sometimes given during guided practice and homework review. • The teacher circulates 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.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous 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; heterogeneous 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; heterogeneous 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.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of 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. • 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 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.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's 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.

INSTRUCTION *Continued*

	Significantly **Above** Expectations (5)	At Expectations (3)	Significantly **Below** Expectations (1)
Thinking	The teacher thoroughly teaches two or more 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints; and • monitor their thinking to ensure 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 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; and • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: • generate a variety of ideas and alternatives; or • analyze problems from multiple perspectives and viewpoints.
Problem Solving	The teacher implements activities that teach and reinforce three 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 two 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 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

Scoring and Evidence Template for 5th Grade Math Lesson: Instruction

Evidence Notes	Instruction	Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

REINFORCEMENT PLAN FORM

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence:

REFINEMENT PLAN FORM

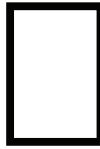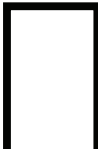**Refinement Area (Indicator):**

Self-Analysis Question:

Evidence:

Recommendations:

DAY **3**

ENVIRONMENT

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• 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 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.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher uses several techniques, such as 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 and firmly.	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as 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 deals with students who have caused disruptions, yet sometimes he or she 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 cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom: • welcomes all members and guests. • is organized and understandable to all students. • supplies, equipment, and resources are easily and readily accessible. • displays student work that frequently changes. • is 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. • displays student work. • is 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.
Respectful Culture	• 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 generally 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.

Scoring and Evidence Template for 4th Grade ELA Lesson: Environment

Evidence Notes	Environment	Score
	Expectations	
	Managing Student Behavior	
	Environment	
	Respectful Culture	

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INSTRUCTION

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• 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 student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • 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. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently 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 displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently 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 and relevant to 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 and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always 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; and • 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 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; and • 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; and • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and 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. • 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 does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	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; and • 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; and • 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; and • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).

Questioning	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 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 nonvolunteers, 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 usually 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 nonvolunteers, 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.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Academic Feedback	• 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 regularly 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 sometimes given during guided practice and homework review. • The teacher circulates 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.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous 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; heterogeneous 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; heterogeneous 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.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of 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. • 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 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.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's 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.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking	The teacher thoroughly teaches two or more 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints; and • monitor their thinking to ensure 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 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; and • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: • generate a variety of ideas and alternatives; or • analyze problems from multiple perspectives and viewpoints.
Problem Solving	The teacher implements activities that teach and reinforce three 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 two 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 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

INSTRUCTION

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• 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 student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • 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. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently 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 displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently 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 and relevant to 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 and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always 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; and • 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 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; and • 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; and • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and 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. • 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 does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
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	  ○ knowledge and comprehension;
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	  ○ creation and evaluation.
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	• 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 nonvolunteers, 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 usually purposeful and coherent.
		• A moderate frequency of questions asked.
		• Questions are sometimes sequenced with attention to the instructional goals.
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INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
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Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of 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. • 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 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.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's 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.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
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Problem Solving	The teacher implements activities that teach and reinforce three 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 two 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 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

Scoring and Evidence Template for 4th Grade ELA Lesson: Instruction

Evidence Notes	Instruction	Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

REINFORCEMENT PLAN FORM

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence:

REFINEMENT PLAN FORM

Refinement Area (Indicator):

Self-Analysis Question:

Evidence:

Recommendations:

DAY **4**

INSTRUCTION

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
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Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently 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 and relevant to 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 and relevant 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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INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
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		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 usually 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 nonvolunteers, 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.

INSTRUCTION *Continued*

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Academic Feedback	• 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 regularly 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 sometimes given during guided practice and homework review. • The teacher circulates 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.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous 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; heterogeneous 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; heterogeneous 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.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of 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. • 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 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.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's 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.

INSTRUCTION *Continued*

	Significantly **Above** Expectations (5)	At Expectations (3)	Significantly **Below** Expectations (1)
Thinking	The teacher thoroughly teaches two or more 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints; and • monitor their thinking to ensure 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 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; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; and • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: • generate a variety of ideas and alternatives; or • analyze problems from multiple perspectives and viewpoints.
Problem Solving	The teacher implements activities that teach and reinforce three 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 two 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 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

Scoring and Evidence Template for 6th/7th Grade Reading Lesson: Instruction

Evidence Notes	Instruction	Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

REINFORCEMENT PLAN FORM

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence:

REFINEMENT PLAN FORM

Refinement Area (Indicator):

Self-Analysis Question:

Evidence:

Recommendations:

ADDITIONAL RESOURCES

TEACHER OBSERVATION REPORT TEMPLATE

Teacher Observed _____   Announced ☐   Unannounced ☐

School Name _____   Date _____   Time _____

License Number _____   Observation Number _____

Planning	Observer Score	Self Score
Instructional Plans (IP)		
Student Work (SW)		
Assessment (AS)		
Environment	**Observer Score**	**Self Score**
Expectations (EX)		
Managing Student Behavior (MSB)		
Environment (ENV)		
Respectful Culture (RC)		
Instruction	**Observer Score**	**Self Score**
Standards and Objectives (SO)		
Motivating Students (MS)		
Presenting Instructional Content (PIC)		
Lesson Structure and Pacing (LS)		
Activities and Materials (ACT)		
Questioning (QU)		
Academic Feedback (FEED)		
Grouping Students (GRP)		
Teacher Content Knowledge (TCK)		
Teacher Knowledge of Students (TKS)		
Thinking (TH)		
Problem Solving (PS)		

Reinforcement Objective:

Refinement Objective:

<u>Observer</u> Reflection on Observation (Optional):

<u>Teacher</u> Reflection on Observation (Optional):

Adapted from the National Institute for Excellence in Teaching. Do not duplicate without permission.

Observer Signature _____   Date _____

Teacher Signature _____   Date _____

EDUCATOR PROFESSIONALISM RATING REPORT

Teacher Name _____   Date _____

License Number _____

Evaluator Name _____

School Name _____

	Performance Standard	Score
Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development opportunities.	
	2. The educator appropriately attempts to implement new strategies.	
	3. The educator develops and works on a personal learning plan based on analyses of school improvement plans and goals, self-assessment, and feedback from observations.	
Reflecting on Teaching	4. The educator makes thoughtful and accurate assessments of his/her effectiveness as evidenced by the self-reflection after each observation.	
	5. The educator takes action to improve his/her performance.	
	6. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional or support decisions.	
Community Involvement	7. The educator actively supports school activities and events.	
School Responsibilities	8. The educator adheres to school and district policies for personnel.	
	9. The educator works with peers in contributing to a safe and orderly learning environment.	
	10. The educator contributes to the school community by assisting/mentoring others, including collaborative planning, coaching, or mentoring other educators, or supervising clinical experiences for aspiring teachers.	

Evaluator Signature _____   Date _____

Teacher Signature _____   Date _____

INSTRUCTIONS AND PROCESS FOR ONLINE CERTIFICATION ASSESSMENT

To become a certified observer, you will complete a two-step process online.

1. View and evaluate a teacher lesson.
2. Answer eight questions regarding the post-conference process.

DIRECTIONS
You will need to log in to the training portal with the username and password provided. From the menu of choices listed, please select "Certification."

STEP 1a. OBSERVE A LESSON
First you will be asked to watch an entire video recorded lesson. Please note that you may pause the video momentarily, but must view the entire video in order to evaluate it.

STEP 1b. EVALUATE THE LESSON
Having completed watching the video, you are now ready to evaluate it. When you click the NEXT button, you will be presented with the Instruction Rubric. Select the best score for each indicator.

When you click NEXT, your scores are compared to the National Raters' scores and when you receive a passing score, you are prompted to continue to Step 2.

STEP 2. POST-CONFERENCE
In this portion of the Observer Certification, you will be presented a series of questions regarding the post-conference. Upon successful completion of this step, you will be presented an opportunity to print your certificate!

IF YOU DO NOT PASS
If you do not successfully complete either portion of the process, you can retake the test in three days. You are encouraged to take advantage of your online and printed resources to prepare for the next opportunity.

IF YOU HAVE TECHNICAL DIFFICULTY
Please review the Job Aide PDF available to download. If your issue continues, click CONTACT US at the bottom of the screen.

POST-CONFERENCE WRITE-UP SCORING RUBRIC

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Reinforcement Area	• Identifies the standard where the teacher is most accomplished • Utilizes language from the Instruction standard	• Identifies a standard where the teacher is At Expectations • Utilizes some language in the Instruction standard	• Identifies a standard where the teacher is not At Expectations • Reinforcement area is ambiguous
Refinement Area	• Identifies the major area of weakness • Refinement area is unambiguous, explicit, and utilizes the language in the Instruction standard	• Identifies an area of weakness • Refinement area utilizes the language in the standard	• Does not address a needed area of improvement • Refinement area is ambiguous
Reinforcement Self-Analysis Questions	• Open-ended questions that focus on the reinforcement area • Questions use language explicitly tied to the Instruction standard to be reinforced	• Questions focus on the reinforcement area • Questions use some language from the Instruction standard to be reinforced	• Questions are not well focused on the reinforcement area • Questions are not well connected to Instruction standards language
Refinement Self-Analysis Questions	• Open-ended questions that focus on the refinement area • Questions use language explicitly tied to the Instruction standard to be refined	• Questions focus on the refinement area • Questions use some language from the Instruction standard to be refined	• Questions are not well focused on the refinement area • Questions do not provide language from the Instruction standards

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Reinforcement Evidence	• Evidence clearly exhibits the teacher's major strength by explicitly integrating specific examples from the teacher's observed practice	• Evidence identifies the teacher's strength by providing some examples from the teacher's observed practice	• Evidence identifies an incorrect area of strength
Refinement Evidence	• Evidence clearly exhibits the teacher's major area for improvement by explicitly integrating specific examples from the teacher's observed practice	• Evidence identifies the teacher's major area for improvement by providing some examples from the teacher's observed practice	• Evidence identifies an incorrect area of improvement
Recommend-ations	• Recommendations are clear, appropriate, aimed at identified area of refinement, logically sequenced, and presented in a concise manner that will result in improved instruction in the identified area of refinement.	• Recommendations are clearly connected to identified area of refinement, are appropriate and if carried out will result in improved instruction in refined area	• Recommendations absent, vague, inappropriate, unrelated to identified refinement or not aimed at improved instruction in area refined

Additional Scoring and Evidence Template: Instruction

Evidence Notes	Instruction	Score
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

COACHING QUESTIONS FOR POST-CONFERENCES

Standards and Objectives:

» How do you decide on the standards/objectives you will teach?

» How do you identify the sub-objectives for a lesson?

» How do you decide on the method you will use to communicate the standards/objectives to students?

» How do you utilize a visual of the standards/objectives during a lesson?

» How do you communicate your expectations to the students?

» How will you obtain evidence that most students have demonstrated mastery of the objective?

Motivating Students:

» How do you organize the content of a lesson so that it is meaningful and relevant to the students?

» How do you develop learning experiences that provide opportunities for students to ask questions and explore?

» How do you reinforce and reward the efforts of all students?

» Why is it important for students to have opportunities to develop their own questions and explore for the answers?

» How does motivation impact student achievement?

Presenting Instructional Content:

» How do you decide on the types of visuals you will use during a lesson?

» Why is it important for the teacher to model his/her expectations for students?

» How do you plan for effective modeling during a lesson?

» How do students clearly know your expectations for their assignments and for what they are to learn?

» When planning a lesson, how do you decide on the sequencing of the instruction within the lesson?

» When planning a lesson, how do you decide on the manner in which the different elements of the lesson will be segmented?

» How do you maintain focus in a lesson on the learning objectives?

Lesson Structure and Pacing:

» How do you decide on the manner in which you will segment the different parts of a lesson?

» How do you plan for effective closure within a lesson?

» How do you plan for the pacing of a lesson that provides opportunities for students who progress at different rates?

» How do you ensure that instructional time is used efficiently throughout a lesson so that all students remain actively engaged in learning?

Activities and Materials:

» How do you decide on the types of materials you will use during a lesson?

» How do you decide on the types of activities you will use during a lesson?

» How do you develop activities that are aligned to the learning objective?

Questioning:

» How do you decide on the types and frequency of questions you ask during a lesson?

» Why is it important for teachers to ask higher-order questions during a lesson?

» How do you provide opportunities for all students to respond to your questions?

» How do you provide for wait time during a lesson?

» What is the purpose for a teacher to provide wait time?

Academic Feedback:

» How do you decide on the type of feedback you provide to students?

» How do you use student feedback to make adjustments to your instruction?

» How do you engage students in providing quality feedback to one another?

Grouping:

» How do you decide on the instructional grouping of students during a lesson?

» How do you hold groups and individuals accountable for work completed within a group?

» How do you decide on the roles individuals will have when working in groups?

» How do you communicate your expectations to students for their own work and that of the group?

» How do you assess the performance of groups and individuals when it is completed in a group setting?

Teacher Content Knowledge:

» How do you prepare yourself to teach (insert a topic taught)?

» How do you develop or select instructional strategies to teach (insert the specific topic being taught)?

» How do you decide on the ways in which you will connect the content being taught to more powerful ideas?

» What are some other ideas to which you could have connected during the lesson?

Teacher Knowledge of Students:

» How do you identify the learning styles of your students and incorporate these into your lessons?

» How do you identify the interests of your students and incorporate these into your lessons?

» How do you provide differentiated instructional methods within your lessons?

Thinking and Problem Solving:

» How do you plan for activities and/or assignments that teach students different types of thinking or problem solving?

» Ask teachers to reflect on the specific activities and/or assignments utilized within the lesson and then identify the type of thinking and/or problem solving each taught. This type of reflection will provide a means for assessing a teacher's understanding of analytical, practical, and research-based thinking and the types of problem solving referenced under this indicator.

FOURTH GRADE ENGLISH LANGUAGE ARTS LESSON PLAN (TRAINING EXAMPLE ONLY)

Evans

<u>In Someone Else's Shoes</u>
Different Perspectives and Point of Views

ELA (Reading and Writing)
Laura Hill

GLEs:
14. Make simple inferences from the point of view of another character. (ELA-7-E1)
36. Organize thoughts and ideas that include information from a different point of view to persuade or influence the audience (ELA-4-E4)
37. Demonstrate active listening strategies including asking questions, responding to cues, and making eye contact.

Essential Questions:
-How can looking at a situation from a different perspective or point of view help you in your everyday life?
-Why might it be important to look at things from a different perspective or point of view?

Unit Goal:
By the end of this unit, the learner will be able to evaluate scenarios or situations from various perspectives.

Objectives:
- Evaluate situations from different *perspectives* or *point of views*.
- Identify how others may *feel* in a given situation or scenario.
- Apply looking at different *perspectives* to your daily life.

Accommodations for Individual Student Needs:
-*Learning Styles*-Discussion, large group, small group, role-playing, and PowerPoints.
-*Expectations*- Some students will perform with minimum or no help while others will require assistance from the teacher, teacher-aid or classmates (peer tutors).
-*Differentiated Instruction*- Groups are composed of varying levels and learning styles. There are multiple opportunities for students to choose how they wish to represent what they have learned (ie: role-playing, choral response, and reflective ticket)

Prior Knowledge:
1. What it means to look at something from a different "point of view" or "perspective".
2. 4 Corners Procedures
3. Cooperative Group Procedures

Procedure:
Introduction of lesson: Present some key questions the teacher wants students to think about at the beginning, middle, and closure of the lesson.
Hook: *(7-10 minutes)4 Corners: Different Perspectives/Point of View*
-TTW show a PowerPoint with expectations and directions for the 4 Corners activity.
-TTW tell students that they will look at a situation from an assigned POINT OF VIEW. They then will discuss with their group:
    -How you may feel about the situation
    -Your opinion about this situation
    -Positives or negatives about this situation.
-The students then will elect a person to represent their POINT OF VIEW and share with the class.

Curriculum Correlation:

TTW explain to students that looking at situations from different point of views can help them deal with everyday events. TTW remind students that we just had a "Heart to Heart" talk about taking time and thinking how others may feel in a negative or even positive situation.

Guided Practice: *(10-15 minutes)*

1.) TTW ask students to turn to page 416 in their textbook *(Weekly story: "Dear Mrs. LaRue")*

2.) TTW read the letter on page 416 as the students follow along.

3.) TTW then explain that she will look at some key points/comments the main character (Ike) made, and then do a think aloud describing how Mrs. LaRue (his owner) may have responded (The teacher will place a hat on her head to represent stepping into Mrs. LaRue's character and take it off when she is referring back to Ike's letter).

4.) TTW then show the students a 4 Square with three different comments Ike made in his letter, and ask students what they think Mrs.LaRue would respond with.

5.) TTW explain to students that she just modeled what they will be doing in their cooperative groups.

Independent Practice: *(10-15 minutes)*

1.) TTW assign each student a number (#1-4) at each group.

2.) TTW display the roles that are expected for each student on the PowerPoint

    a. *Read the letter on the page stated on your 4 Square.*

    b. *Discuss as a group: How might you respond from the given character's point of view?*

    c. **Writing Responsibilities:**

        i. *Student #1: Greeting and Comment #1*

        ii. *Student #2: Comment #2*

        iii. *Student #3: Comment #3*

        iv. *Student #4:Closing and Signature*

3.) TSW then place a name tag on which describes what perspective/point of view they will be coming from.

4.) TSW discuss each comment as a group, and discuss possible responses from their points of view.

5.) The assigned numbered person will then record their response.

Challenge:

TTW encourage fast finishers to rehearse how they will say their section when it is time to be presented to the class.

6.) TTW pull sticks and whoever's name she pulls gets to present with their group. TSW present their four squares from the assigned perspective. TTW stop the group before they reveal whose perspective they are coming from, and ask the class "What point of view or perspective are they coming from?" Then the group shares in their closing what perspective they are coming from.

Reflection and Lesson Closure:

1.) TTW refer students back to the goal/objective of today's lesson. TTW ask students to show their response by thumbs up or down for each goal. She may even ask probing questions in order to have students expand on why they have or have not mastered with that particular goal.

2.) TSW then pick one or both of the key questions to record on an "Exit Ticket"

3.) TTW pull sticks to encourage students to share their reflections with the class.

Assessment:

Formal: Students' will be tested at the end of the week with a comprehension test, and weekly skills assessment.

Informal: Students' choral and small group responses, the group's 4 Square, and individual responses on the 4 Square will be checked for participation, and accuracy. They will be used by the teacher to plan the next lesson's review and/or reinforcement.

Ongoing Assessment:

Students will take their 4 Square and compose a letter back to Ike from their assigned character's perspective. Students will demonstrate proper letter format. Throughout the year, students will be assessed on identifying, connecting and elaborating on different character's perspectives through formal and informal assessment.

Assessment Plan for Unit:

Student performance will be measured by Weekly Skill Assessment, and the Unit 4 Benchmark Assessment. As students reach levels of mastery, extended enrichment will be utilized. Students with limited skill mastery will be pulled for small group reinforcement.

Materials:

-Index cards	-Mrs. LaRue Hat
-name sticks	-Name tags
-PowerPoint	-4 Square Activity Sheet
-4 Corner Signs	

[Handwritten margin notes: — measurement criteria. What will you do w/ it? What will you do if students haven't mastered perspective?]

SIXTH AND SEVENTH GRADE READING LESSON PLAN (TRAINING EXAMPLE ONLY)

Lesson Plan Title: Sixth and Seventh grade Reading Lesson

Concept / Topic to Teach: Story Themes

Standards Addressed:
General Goal(s): Communicate the essential understanding by stating that by the end of the lesson, students should understand that: 1.) "theme" is the message or truth about life revealed in a story that helps us make personal connections, and 2.) by understanding the theme of the story, it helps us to comprehend and enjoy what we read.

Specific Objectives: Students should be able to identify and analyze theme as evidenced via group activities and exit slips. Communicate the purpose of the learning objective for students by stating, "Understanding theme will help you, the reader, better understand what the author is trying to communicate to you and you will be able to gather a deeper understanding of that story's message."

Required Materials:
- » post-it notes
- » timers
- » Document reader: Elmo
- » Chart with written objectives/purpose of the lesson
- » Chart paper for reflection notes at the end of lesson
- » List of questions for students to ask each other in groups
- » Book: Money Hungry by Sharon Flake

Step-By-Step Procedures:

Anticipatory Set (Lead-In):

- » Connect theme to song lyrics
- » Connect song lyrics to personal connections
- » Connect personal connections to themes in stories and tie this back to the objective

Connection to previous learning:

- » The four tips (title, characters, big moments and resolution)
- » Encourage students to implement Cornell Notes, restate questions and to use inferencing skills

Plan For Independent Practice:
- » Students will work in groups, ask previously prepared questions, restate questions, use Cornell Notes and display student work on the Elmo

Closure (Reflect Anticipatory Set):

At the end of the lesson ask individual students to reflect on how they used the four tips (title, characters, big moments and resolution) to answer the essential question and write their reflection on post-its

Assessment Based On Objectives: Student reflections, exit slips/determine if their answers to the essential question ensure that they understood theme

Adaptations (For students at varying learning rates):

» Students at a variety of ability levels will be included in each group in order for them to provide peer support to each other if necessary
» Teacher will also circulate during the group discussions to ensure that students at varying learning rates are able to identify themes

FPO