Coastal Carolina University — Spadoni College Of Education

Intern: ________________________ CCU ID: ________________________ Date: ________________________
School Site: ____________________ Grade(s)/Subject: ____________________
Cooperating Teacher: ____________________ University Supervisor: ____________________

### INSTRUCTION

**1.1 Standards/Objectives: Communicating Learning Objectives and Standards**
- All learning objectives and state content standards are explicitly communicated.
- State standards are **displayed**, and referenced throughout the lesson with explanations.
- **☐**

**1.2 Standards/Objectives: Aligning Sub-objectives**
- Sub-objectives are aligned and **logically sequenced** to the lesson’s major objective.
- **☐**

**1.3 Standards/Objectives: Connecting Learning Objectives**
- Learning objectives are consistently connected to what students have previously learned, know from life experiences, and integrated with other disciplines.
- **☐**

**1.4 Standards/Objectives: Student Performance Expectations**
- Expectations for each student’s performance are **clear, demanding, and high**.
- **☐**

**1.5 Standards/Objectives: Student Mastery**
- There is evidence that most students demonstrate mastery of the objective.
- **☐**

**2.1 Motivating Students: Engaging Students**
- The teacher **consistently** and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to **all** students.
- **☐**
<table>
<thead>
<tr>
<th>2.2 Motivating Students: Learning Experiences</th>
<th>The teacher <strong>consistently</strong> develops learning experiences where inquiry, curiosity and exploration are valued.</th>
<th>The teacher <strong>often</strong> develops learning experiences where inquiry, curiosity and exploration are valued.</th>
<th>The teacher <strong>sometimes</strong> develops learning experiences where inquiry, curiosity and exploration are valued.</th>
<th>The teacher <strong>rarely</strong> develops learning experiences where inquiry, curiosity and exploration are valued.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 Motivating Students: Reinforcement</td>
<td>The teacher <strong>consistently</strong> reinforces and rewards effort.</td>
<td>The teacher <strong>regularly</strong> reinforces and rewards effort.</td>
<td>The teacher <strong>sometimes</strong> reinforces and rewards effort.</td>
<td>The teacher <strong>rarely</strong> reinforces and rewards effort.</td>
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<tr>
<td>3.0 Presenting Instructional Content</td>
<td>Presentation of content <strong>always</strong> includes: ≤ visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. ≤ explicit examples, illustrations, analogies, and labels for new concepts and ideas. ≤ modeling by the teacher to demonstrate his or her performance expectations. ≤ concise communication. ≤ logical sequencing and segmenting. ≤ all essential information. ≤ no irrelevant, confusing, or non-essential information.</td>
<td>Presentation of content <strong>most of the time</strong> includes: ≤ visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. ≤ examples, illustrations, analogies, and labels for new concepts and ideas. ≤ modeling by the teacher to demonstrate his or her performance expectations. ≤ concise communication. ≤ logical sequencing and segmenting. ≤ all essential information. ≤ no irrelevant, confusing, or non-essential information.</td>
<td>Presentation of content <strong>sometimes</strong> includes: ≤ visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. ≤ examples, illustrations, analogies, and labels for new concepts and ideas. ≤ modeling by the teacher to demonstrate his or her performance expectations. ≤ concise communication. ≤ logical sequencing and segmenting. ≤ all essential information. ≤ no irrelevant, confusing, or non-essential information.</td>
<td>Presentation of content <strong>rarely</strong> includes: ≤ visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. ≤ examples, illustrations, analogies, and labels for new concepts and ideas. ≤ modeling by the teacher to demonstrate his or her performance expectations. ≤ concise communication. ≤ logical sequencing and segmenting. ≤ all essential information. ≤ no irrelevant, confusing, or non-essential information.</td>
</tr>
<tr>
<td>4.1 Lesson Structure and Pacing: Start of Lesson</td>
<td>The lesson starts promptly.</td>
<td>The lesson starts <strong>somewhat</strong> promptly.</td>
<td>The lesson <strong>does not</strong> start promptly.</td>
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<tr>
<td>4.2 Lesson Structure and Pacing: Structure</td>
<td>The lesson's structure is coherent, with a beginning, middle, end, and <strong>reflection</strong>.</td>
<td>The lesson's structure is coherent, with a beginning, middle, and end.</td>
<td>The lesson has a structure, but may be missing closure or introductory elements.</td>
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</tr>
<tr>
<td>4.3 Lesson Structure and Pacing: Pacing</td>
<td>Pacing is brisk, and <strong>provides many</strong> opportunities for individual students who progress at different learning rates.</td>
<td>Pacing is appropriate, and <strong>sometimes</strong> provides opportunities for students who progress at different learning rates.</td>
<td>Pacing is appropriate for <strong>some</strong> students and <strong>rarely</strong> provides opportunities for students who progress at different learning rates.</td>
<td>Pacing is appropriate for <strong>few</strong> students, and <strong>does not provide</strong> opportunities for students who progress at different learning rates.</td>
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<td>4.4 Lesson Structure and Pacing: Routines and Transitions</td>
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<tr>
<td>- Routines for distributing materials are seamless.</td>
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<td>- No instructional time is lost during transitions.</td>
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<tr>
<td>- Routines for distributing materials are efficient.</td>
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<td>- Little instructional time is lost during transitions.</td>
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<td>- Routines for distributing materials are efficient.</td>
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<td>- Instructional time is lost during transitions.</td>
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<tr>
<td>- Routines for distributing materials are inefficient.</td>
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<td>- Considerable time is lost during transitions.</td>
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<thead>
<tr>
<th>5.0 Activities and Materials</th>
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<tbody>
<tr>
<td>Activities and materials include all of the following:</td>
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<tr>
<td>• support the lesson objectives.</td>
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<td>• are challenging.</td>
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<td>• sustain students’ attention.</td>
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<td>• elicit a variety of thinking.</td>
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<td>• provide time for reflection.</td>
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<td>• are relevant to students’ lives.</td>
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<td>• provide opportunities for student to student interaction.</td>
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<td>• induce student curiosity and suspense.</td>
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<td>• provide students with choices.</td>
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<td>• incorporate multimedia and technology which enhances student learning and thinking.</td>
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<td>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).</td>
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<tr>
<td>In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</td>
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<tr>
<th>6.0 Questioning</th>
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<tbody>
<tr>
<td>Teacher questions are varied and high quality providing a consistently balanced mix of question types:</td>
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<tr>
<td>• knowledge and comprehension,</td>
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<td>• application and analysis,</td>
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<tr>
<td>• creation and evaluation.</td>
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<tr>
<td>• Questions are consistently purposeful and coherent.</td>
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<tr>
<td>• A high frequency of questions is asked.</td>
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<tr>
<td>Questions are consistently sequenced with attention to the instructional goals.</td>
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<tr>
<td>Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, etc.).</td>
</tr>
</tbody>
</table>

Teacher questions are varied and high quality providing a balanced mix of question types: |
   • knowledge and comprehension,                     |
   • application and analysis,                         |
   • creation and evaluation.                          |
   • Questions are usually purposeful and coherent.    |
   • A moderate frequency of questions asked.          |
   • Questions are often sequenced with attention to the instructional goals. |
   • Questions sometimes require active responses (e.g., whole class, group, small group, individual) |

Teacher questions are varied and high quality providing for some, but not all question types: |
   • knowledge and comprehension,                     |
   • application and analysis,                         |
   • creation and evaluation.                          |
   • Questions are sometimes purposeful and coherent.  |
   • A moderate frequency of questions asked.          |
   • Questions are sometimes sequenced with attention to the instructional goals. |
   • Questions sometimes require active responses (e.g., whole class, group, small group, individual, etc.) |

Teacher questions are inconsistent in quality and include few question types: |
   • knowledge and comprehension,                     |
   • application and analysis,                         |
   • 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, group, etc.) |
*Student Feedback*

7.4 Progress

**7.3 Academic Feedback:**

- **Frequency of Feedback**
  - Oral and written feedback is consistently academically focused, frequent, and high quality.
  - Oral and written feedback is mostly academically focused, frequent, and mostly high quality.
  - Oral and written feedback is sometimes academically focused, frequent, and mostly high quality.

- **Oral and Written Feedback**
  - Oral and written feedback is consistently academically focused, frequent, and high quality.
  - Oral and written feedback is mostly academically focused, frequent, and mostly high quality.
  - Oral and written feedback is sometimes academically focused, frequent, and mostly high quality.

- **Guided Practice and Homework Review**
  - Feedback is frequently given during guided practice and homework review.
  - Feedback is often given during guided practice and homework review.
  - Feedback is sometimes given during guided practice and homework review.

- **Circulation during Instruction**
  - The teacher circulates regularly during instructional activities to support engagement, and monitor student work.
  - The teacher circulates sometimes during instructional activities to support engagement, and monitor student work.
  - The teacher circulates during instructional activities, but monitors mostly behavior.

- **Student Feedback**
  - Feedback from students is consistently used to monitor and adjust instruction.
  - Feedback from students is regularly used to monitor and adjust instruction.
  - Feedback from students is sometimes used to monitor and adjust instruction.
  - Feedback from students is rarely used to monitor or adjust instruction.

- **Instructional Grouping Arrangements**
  - The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.
  - The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.
  - The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometimes enhance student understanding and learning efficiency.
  - The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency.

- **Grouping Students**
  - The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.
  - The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.
  - The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometimes enhance student understanding and learning efficiency.
  - The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency.

- **Wait Time**
  - Wait time (3-5 seconds) is consistently provided.
  - Wait time is often provided.
  - Wait time is sometimes provided.
  - Wait time is inconsistently provided.

- **Instructional Group Composition**
  - Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.
  - Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.
  - Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.
  - Instructional group composition remains unchanged irrespective of race, gender, ability, and age.
<table>
<thead>
<tr>
<th>8.0</th>
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</thead>
<tbody>
<tr>
<td>9.1 Teacher Content Knowledge</td>
<td>Teacher displays <strong>extensive</strong> content knowledge of all the subjects he or she teaches.</td>
<td>Teacher displays <strong>accurate</strong> content knowledge of all the subjects he or she teaches.</td>
<td>Teacher displays <strong>adequate</strong> content knowledge of all the subjects he or she teaches.</td>
<td>Teacher displays <strong>under-developed</strong> content knowledge in several subject areas.</td>
</tr>
<tr>
<td>9.2 Teacher Content Knowledge: Subject-Specific Instructional Strategies</td>
<td>Teacher <strong>consistently</strong> implements a variety of subject-specific instructional strategies to enhance student content knowledge.</td>
<td>Teacher <strong>regularly</strong> implements subject-specific instructional strategies to enhance student content knowledge.</td>
<td>Teacher <strong>sometimes</strong> implements subject-specific instructional strategies to enhance student content knowledge.</td>
<td>Teacher <strong>rarely</strong> implements subject-specific instructional strategies to enhance student content knowledge.</td>
</tr>
<tr>
<td>9.3 Teacher Content Knowledge: Connecting Key Concepts and Ideas</td>
<td>The teacher <strong>consistently</strong> highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</td>
<td>The teacher <strong>regularly</strong> highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</td>
<td>The teacher <strong>sometimes</strong> highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</td>
<td>Teacher <strong>does not understand</strong> key concepts and ideas and therefore presents content in an unconnected way.</td>
</tr>
<tr>
<td>10.1 Teacher Knowledge of Students*: Learning Difficulties</td>
<td>Teacher practices display understanding of each student’s anticipated learning difficulties.</td>
<td>Teacher practices display understanding of <strong>most student</strong> anticipated learning difficulties.</td>
<td>Teacher practices display understanding of <strong>some student</strong> anticipated learning difficulties.</td>
<td>Teacher practices demonstrate <strong>minimal</strong> knowledge of students anticipated learning difficulties.</td>
</tr>
<tr>
<td>10.2 Teacher Knowledge of Students: Incorporating Student Interests and Culture</td>
<td>Teacher practices <strong>consistently</strong> incorporate student interests and cultural heritage.</td>
<td>Teacher practices <strong>regularly</strong> incorporate student interests and cultural heritage.</td>
<td>Teacher practices <strong>sometimes</strong> incorporate student interests and cultural heritage.</td>
<td>Teacher practices <strong>rarely</strong> incorporate student interests or cultural heritage.</td>
</tr>
<tr>
<td>10.3 Teacher Knowledge of Students: Differentiated Instruction</td>
<td>Teacher <strong>consistently</strong> provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</td>
<td>Teacher <strong>regularly</strong> provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</td>
<td>Teacher <strong>sometimes</strong> provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</td>
<td>Teacher practices demonstrate <strong>little</strong> differentiation of instructional methods or content.</td>
</tr>
</tbody>
</table>
| 11.1 Thinking: Types of Thinking | The teacher **thoroughly** teaches **two** types of thinking:  
- analytical thinking where students analyze, compare and contrast, and evaluate and explain information.  
- practical thinking where students use, apply, and implement what they learn. | 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. | The teacher **attempts** to teach **one** type of thinking but does not thoroughly teach at least one type of thinking:  
- analytical thinking where students analyze, compare and contrast, and evaluate and explain information.  
- practical thinking where students use, apply, and implement what they learn. | The teacher implements **no learning experiences** that thoroughly teach any type of thinking. |
in real-life scenarios.
- creative thinking where students create, design, imagine and suppose.
- research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.

they learn in real-life scenarios.
- creative thinking where students create, design, imagine and suppose.
- research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.

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</table>
| 11.2 Thinking: Student Opportunities | The teacher **consistently** provides opportunities where students:  
- generate a variety of ideas and alternatives.  
- analyze problems from multiple perspectives and viewpoints.  
- monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. | The teacher **regularly** provides opportunities where students:  
- generate a variety of ideas and alternatives.  
- analyze problems from multiple perspectives and viewpoints. | The teacher **sometimes** provides opportunities where students:  
- generate a variety of ideas and alternatives.  
- analyze problems from multiple perspectives and viewpoints. | The teacher provides **few** opportunities where students:  
- generate a variety of ideas and alternatives.  
- analyze problems from multiple perspectives and viewpoints. |

| 12.0 Problem Solving | The teacher implements **activities** that **teach and reinforce 3 or more of the following** problem solving types:  
- Abstraction  
- Categorization  
- Drawing Conclusions/Justifying Solutions  
- Predicting Outcomes  
- Observing and Experimenting  
- Improving Solutions  
- Identifying Relevant/Irrelevant Information  
- Generating Ideas  
- Creating and Designing | The teacher implements **activities** that **teach and reinforce 2 of the following** problem solving types:  
- Abstraction  
- Categorization  
- Drawing Conclusions/Justifying Solution  
- Predicting Outcomes  
- Observing and Experimenting  
- Improving Solutions  
- Identifying Relevant/Irrelevant Information  
- Generating Ideas  
- Creating and Designing | The teacher implements **activities** that **teach and reinforce 1 of the following** problem solving types:  
- Abstraction  
- Categorization  
- Drawing Conclusions/Justifying Solution  
- Predicting Outcomes  
- Observing and Experimenting  
- Improving Solutions  
- Identifying Relevant/Irrelevant Information  
- Generating Ideas  
- Creating and Designing | The teacher implements **no activities** that **teach and reinforce any of the following** problem solving types:  
- Abstraction  
- Categorization  
- Drawing Conclusions/Justifying Solution  
- Predicting Outcomes  
- Observing and Experimenting  
- Improving Solutions  
- Identifying Relevant/Irrelevant Information  
- Generating Ideas  
- Creating and Designing |

| 12.0 | ☐ | ☐ | ☐ | ☐ |

**Description of Qualifying Measures**

**Consistent Evidence of Student Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning**

**Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning**

**Moving Towards Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction**

**Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning**
| PLANNING |
|-----------|-----------------|-----------------|-----------------|-----------------|
| **13.1 Instructional Plans: Goals** | Instructional plans include **measurable** and **explicit** goals aligned to state content standards. | Instructional plans include goals aligned to state content standards. | Instructional plans include **some** goals aligned to state content standards. | Instructional plans include **few** goals aligned to state content standards. |
| **13.2 Instructional Plans: Activities, Materials, and Assessments** | Instructional plans include 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. | Instructional plans include activities, materials, and assessments that:  - are sometimes aligned to state standards.  - are sometimes sequenced from basic to complex.  - build on prior student knowledge.  - sometimes provide appropriate time for student work, and lesson and unit closure. | Instructional plans include 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. |
| **13.3 Instructional Plans: Appropriateness** | Instructional plans include evidence that plan is appropriate for the age, knowledge, and interests of all learners. | Instructional plans include evidence that plan is appropriate for the age, knowledge, and interests of most learners. | Instructional plans include **some** evidence that plan is appropriate for the age, knowledge, and interests of most learners. | Instructional plans include little evidence that the plan is appropriate for the age, knowledge, or interests of the learners. |
| **13.4 Instructional Plans: Accommodating Individual Student Needs** | Instructional plans include evidence that the plan provides **regular** opportunities to accommodate individual student needs. | Instructional plans include evidence that the plan provides **some** opportunities to accommodate individual student needs. | Instructional plans include **little** evidence that the plan provides some opportunities to accommodate individual student needs. | |
| **14.1 Student Work: Assignments** | Assignments require students to **organize**, interpret, analyze, synthesize, and evaluate information rather than reproduce it. | Assignments require students to interpret and analyze information rather than reproduce it. | Assignments require students to interpret information rather than reproduce it. | Assignments require students to mostly reproduce information. |
| **14.2 Student Work: Drawing and Supporting Conclusions** | Assignments require students to draw conclusions, make generalizations, and produce arguments that are supported through extended writing. | Assignments require students to draw conclusions and support them through writing. | Assignments require students to sometimes draw conclusions and support them through writing. | Assignments require students to rarely draw conclusions and support them through writing. |
### PLANNING

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Examples</th>
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<tbody>
<tr>
<td><strong>14.3 Student Work: Connecting Learning</strong></td>
<td>Assignments require students to <strong>connect</strong> what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</td>
<td>Assignments require students to <strong>connect</strong> what they are learning to prior learning and some life experiences. Assignments require students to <strong>sometimes connect</strong> what they are learning to prior learning. Assignments require students to <strong>rarely connect</strong> what they are learning to prior learning or life experiences.</td>
</tr>
<tr>
<td><strong>15.1 Assessment: Alignment with State Content Standards</strong></td>
<td>Assessment Plans are aligned with state content standards.</td>
<td>Assessment Plans are <strong>sometimes aligned</strong> with state content standards. Assessment Plans are <strong>rarely aligned</strong> with state content standards.</td>
</tr>
<tr>
<td><strong>15.2 Assessment: Measurement Criteria</strong></td>
<td>Assessment Plans:  - have clear appropriate measurement criteria. - measure student performance in <strong>more than three ways</strong> (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</td>
<td>Assessment Plans:  - have clear measurement criteria. - measure student performance in <strong>more than two ways</strong> (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). Assessment Plans:  - have measurement criteria. - measure student performance in <strong>more than one way</strong> (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). Assessment Plans:  - have ambiguous measurement criteria. - measure student performance in <strong>less than two ways</strong> (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</td>
</tr>
<tr>
<td><strong>15.3 Assessment: Assessment Tasks</strong></td>
<td>Assessment Plans:  - require extended written tasks. - are portfolio-based with clear illustrations of student progress toward state content standards.</td>
<td>Assessment Plans require written tasks. Assessment Plans require limited written tasks. Assessment Plans do not require any written tasks.</td>
</tr>
<tr>
<td><strong>15.4 Assessment: Monitoring and Informing Instruction</strong></td>
<td>Assessment Plans include descriptions of how assessment results will be used to inform future instruction.</td>
<td>Assessment Plans include performance checks throughout the school year. Assessment Plans include performance checks but may not be monitored consistently. Assessment Plans include performance checks, although the purpose of these checks is not clear.</td>
</tr>
<tr>
<td><strong>Description of Qualifying Measures</strong></td>
<td>Consistent Evidence of Student Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</td>
<td>Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</td>
</tr>
</tbody>
</table>
ENVIRONMENT

16.1 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.

16.1 ☐ ☐ ☐ ☐

17.1 Managing Student Behavior: Expectations for Learning and Behavior
- Students are **consistently** well-behaved, and on task.
- **Teacher and students** establish clear rules and expectations for learning and behavior.

17.1 ☐ ☐ ☐ ☐

17.2 Managing Student Behavior: Techniques
- The teacher **consistently uses techniques** such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.

17.2 ☐ ☐ ☐ ☐

17.3 Managing Student Behavior: Inconsequential Behavior
- The teacher overlooks inconsequential behavior.

17.3 ☐ ☐ ☐ ☐

17.4 Managing Student Behavior: Instructional Disruptions
- The teacher attends to students who have caused disruptions rather than the entire class.
- The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.

17.4 ☐ ☐ ☐ ☐
## ENVIRONMENT

### 18.0 Environment

The classroom
- welcomes all members and guests
- is organized and understandable to all students and encourages student collaboration.
- supplies, equipment, and resources are easily and readily accessible for all students.
- displays student work that frequently changes.
- is consistently arranged to promote individual and group learning.

The classroom
- welcomes most members and guests.
- is organized and understandable to most students.
- supplies, equipment, and resources are accessible for most students.
- displays student work.
- is arranged to promote individual and group learning.

The classroom
- welcomes some members and guests.
- is organized and understandable to some students.
- supplies, equipment, and resources are accessible.
- Displayed student work is not updated regularly.
- is sometimes arranged to promote individual and group learning.

The classroom
- is somewhat cold and uninviting.
- is not well organized and understandable to students.
- supplies, equipment, and resources are difficult to access.
- does not display student work.
- is not arranged to promote group learning.

### 19.1 Respectful Culture: Teacher-Student Interactions

- Teacher-student interactions demonstrate caring and respect for one another.
- Positive relationships and interdependence characterize the classroom.

- Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies.

- Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures.

- Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.

### 19.2 Respectful Culture: Student Respectfulness of Teacher and Other Students

- Students exhibit caring and respect for one another.

- Students exhibit respect for the teacher, and are often polite to each other.

- Students exhibit respect for the teacher, and are generally polite to each other.

- Student interaction is characterized by conflict, sarcasm, or put-downs.
- Students exhibit disrespect for the teacher.

### 19.3 Respectful Culture: Teacher Receptiveness

- Teacher seeks out, and is receptive to the interests and opinions of all students.

- Teacher is often receptive to the interests and opinions of students.

- Teacher is sometimes receptive to the interests and opinions of students.

- Teacher is not receptive to interests and opinions of students.

### Description of Qualifying Measures

- Consistent Evidence of Student Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning
- Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning
- Moving Towards Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction
- Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning

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## PROFESSIONALISM

### Growing and Developing Professionally

1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.

- Always
- Often
- Sometimes
- Rarely
<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
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<tbody>
<tr>
<td>Growing and Developing Professionally</td>
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<tr>
<td>2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.</td>
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<tr>
<td>3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.</td>
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<tr>
<td>4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.</td>
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<tr>
<td>Reflecting on Teaching</td>
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<tr>
<td>5. The educator makes thoughtful and accurate assessments of his/her lessons’ effectiveness as evidenced by the self-reflection after each observation.</td>
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<td>6. The educator offers specific actions to improve his/her teaching.</td>
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<td>7. The educator accepts responsibilities contributing to school improvement.</td>
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<td>8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.</td>
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<tr>
<td>Community Involvement</td>
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<td>9. The educator actively supports school activities and events.</td>
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<tr>
<td>School Responsibilities</td>
</tr>
<tr>
<td>10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.</td>
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Comments

University Supervisor Signature ________________________________ Date __________

Cooperating Teacher Signature ________________________________ Date __________

Intern Signature ________________________________ Date __________

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i A variety of subject specific instructional strategies to teach reading comprehension, for example, would be writing summaries, predicting, clarifying vocabulary, story maps, graphic organizers, self-monitoring one’s understanding, etc.
