

Form Completed by: ___ University Supervisor ___ Cooperating Teacher ___ Intern **Formative** or **Summative** (Circle One)

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	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. State standards are displayed, and referenced throughout the lesson with explanations. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. State standards are displayed and referenced in the lesson. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. State standards are appropriately displayed. 	<ul style="list-style-type: none"> Learning objectives and state content standards are not communicated. State standards are not appropriately displayed.
1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Standards/Objectives: Aligning Sub-objectives	Sub-objectives are aligned and logically sequenced to the lesson's major objective.	Sub-objectives are mostly aligned to the lesson's major objective.	Sub-objectives are sometimes aligned to the lesson's major objective.	Sub-objectives are rarely aligned to the lesson's major objective.
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	Learning objectives are connected to what students have previously learned.	Learning objectives are not clearly connected to what students have previously learned.	Learning objectives are rarely connected to what students have previously learned.
1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Standards/Objectives: Student Performance Expectations	Expectations for each student's performance are clear, demanding , and high .	Expectations for student performance are clear, demanding and high .	Expectations for student performance are clear .	Expectations for student performance are vague .
1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Standards/Objectives: Student Mastery		There is evidence that most students demonstrate mastery of the objective.	There is evidence that some students demonstrate mastery of the objective.	There is evidence that few students demonstrate mastery of the objective.
1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students.	The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students.	The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students.
2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTION				
2.2 Motivating Students: Learning Experiences	The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued.	The teacher often develops learning experiences where inquiry, curiosity and exploration are valued.	The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued.	The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued.
2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Motivating Students: Reinforcement	The teacher consistently reinforces and rewards effort.	The teacher regularly reinforces and rewards effort.	The teacher sometimes reinforces and rewards effort.	The teacher rarely reinforces and rewards effort.
2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • explicit examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> • 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. 	<p>Presentation of content sometimes includes:</p> <ul style="list-style-type: none"> • 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. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> • 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.
3.0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1 Lesson Structure and Pacing: Start of Lesson		The lesson starts promptly.	The lesson starts somewhat promptly.	The lesson does not start promptly.
4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Lesson Structure and Pacing: Structure		The lesson's structure is coherent, with a beginning, middle, end, and reflection .	The lesson's structure is coherent, with a beginning, middle, and end.	The lesson has a structure, but may be missing closure or introductory elements.
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Lesson Structure and Pacing: Pacing	Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates.	Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.	Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates.	Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates.
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4 Lesson Structure and Pacing: Routines and Transitions	<ul style="list-style-type: none"> • Routines for distributing materials are seamless. • No instructional time is lost during transitions. 	<ul style="list-style-type: none"> • Routines for distributing materials are efficient. • Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> • Routines for distributing materials are efficient. • Instructional time is lost during transitions. 	<ul style="list-style-type: none"> • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.
4.4 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology which enhances student learning and thinking. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). <p>In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</p>	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).
5.0 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 Questioning	<p>Teacher questions are varied and high quality providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> ○ 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 	<p>Teacher questions are varied and high quality providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are often sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class 	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are sometimes purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ○ 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

	<p>responses, or group and individual answers).</p> <ul style="list-style-type: none"> • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate higher order questions that lead to further inquiry and self-directed learning. 	<p>signaling, choral responses, or group and individual answers).</p> <ul style="list-style-type: none"> • Wait time is often provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>active responses (e.g., whole class signaling, choral responses, or group and individual answers).</p> <ul style="list-style-type: none"> • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. 	<p>responses (e.g., whole class signaling, choral responses, or group and individual answers).</p> <ul style="list-style-type: none"> • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.
6.0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1 Academic Feedback: 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.	The quality and timeliness of feedback is inconsistent .
7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Academic Feedback: Frequency of Feedback	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.	Feedback is rarely given during guided practice and homework review.
7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Academic Feedback: Monitoring Student Progress	The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.	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.
7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Academic Feedback: Student Feedback	<ul style="list-style-type: none"> • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another. 	<ul style="list-style-type: none"> • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another. 	Feedback from students is sometimes used to monitor and adjust instruction.	Feedback from students is rarely used to monitor or adjust instruction.
7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.0 Grouping Students	<p>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.</p> <ul style="list-style-type: none"> • 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. 	<p>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.</p> <ul style="list-style-type: none"> • 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, 	<p>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometimes enhance student understanding and learning efficiency.</p> <ul style="list-style-type: none"> • Some students in groups know their roles, responsibilities, and group work expectations. • Some students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, 	<p>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency.</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	and age) to most of the time, accomplish the goals of the lesson.	and age) to sometime, accomplish the goals of the lesson.	of the learning, and instructional goals of a lesson.
8.0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.1 Teacher Content Knowledge	Teacher displays extensive content knowledge of all the subjects he or she teaches.	Teacher displays accurate content knowledge of all the subjects he or she teaches.	Teacher displays adequate content knowledge of all the subjects he or she teaches.	Teacher displays under-developed content knowledge in several subject areas.
9.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Teacher Content Knowledge: Subject-Specific Instructional Strategies	Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge. ⁱ	Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge.	Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.	Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.
9.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Teacher Content Knowledge: Connecting Key Concepts and Ideas	The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.
9.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.1 Teacher Knowledge of Studentsⁱⁱ: Learning Difficulties	Teacher practices display understanding of each student's anticipated learning difficulties.	Teacher practices display understanding of most student anticipated learning difficulties.	Teacher practices display understanding of some student anticipated learning difficulties.	Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties.
10.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2 Teacher Knowledge of Students: Incorporating Student Interests and Culture	Teacher practices consistently incorporate student interests and cultural heritage.	Teacher practices regularly incorporate student interests and cultural heritage.	Teacher practices sometimes incorporate student interests and cultural heritage.	Teacher practices rarely incorporate student interests or cultural heritage.
10.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3 Teacher Knowledge of Students: Differentiated Instruction	Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	Teacher practices demonstrate little differentiation of instructional methods or content.
10.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1 Thinking: Types of Thinking	<p>The teacher thoroughly teaches two types of thinking:ⁱⁱⁱ</p> <ul style="list-style-type: none"> • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn 	<p>The teacher thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what 	<p>The teacher attempts to teach one type of thinking but does not thoroughly teach at least one type of thinking:</p> <ul style="list-style-type: none"> • 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.

	<p>in real-life scenarios.</p> <ul style="list-style-type: none"> 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. 	<p>they learn in real-life scenarios.</p> <ul style="list-style-type: none"> 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. 	<p>in real-life scenarios.</p> <ul style="list-style-type: none"> 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. 	
11.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2 Thinking: Student Opportunities	<p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> 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. 	<p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints.
11.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.0 Problem Solving	<p>The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach and reinforce 2 of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach and reinforce 1 of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements no activities that teach and reinforce any of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing
12.0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.
13.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.2 Instructional Plans: Activities, Materials, and Assessments	Instructional plans include activities, materials, and assessments that: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	Instructional plans include activities, materials, and assessments that: <ul style="list-style-type: none"> are sometimes aligned to state standards. are sometimes sequenced from basic to complex. Sometimes build on prior student knowledge. Sometimes provide appropriate time for student work, and lesson and unit closure. 	Instructional plans include activities, materials, and assessments that: <ul style="list-style-type: none"> 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
13.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 or the learners.
13.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 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.
13.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.
14.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.
14.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLANNING				
14.3 Student Work: Connecting Learning	Assignments require students to 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 connect what they are learning to prior learning and some life experiences.	Assignments require students to sometimes connect what they are learning to prior learning.	Assignments require students to rarely connect what they are learning to prior learning or life experiences.
14.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.1 Assessment: Alignment with State Content Standards		Assessment Plans are aligned with state content standards.	Assessment Plans are sometimes aligned with state content standards.	Assessment Plans are rarely aligned with state content standards.
15.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.2 Assessment: Measurement Criteria	Assessment Plans: <ul style="list-style-type: none"> have clear appropriate measurement criteria. measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). 	Assessment Plans: <ul style="list-style-type: none"> have clear measurement criteria. measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). 	Assessment Plans: <ul style="list-style-type: none"> have measurement criteria. measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). 	Assessment Plans: <ul style="list-style-type: none"> 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).
15.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.3 Assessment: Assessment Tasks	Assessment Plans: <ul style="list-style-type: none"> require extended written tasks. are portfolio-based with clear illustrations of student progress toward state content standards. 	Assessment Plans require written tasks.	Assessment Plans require limited written tasks.	Assessment Plans do not require any written tasks.
15.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.4 Assessment: Monitoring and Informing Instruction	Assessment Plans include descriptions of how assessment results will be used to inform future instruction.	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.
15.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

ENVIRONMENT

16.1 Expectations	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> 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.
<p style="text-align: center;">16.1 <input type="checkbox"/></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.1 Managing Student Behavior: Expectations for Learning and Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved, and on task. Teacher and students establish clear rules and expectations for learning and behavior. 	<ul style="list-style-type: none"> Students are mostly well-behaved, and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. 	<ul style="list-style-type: none"> Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off-task. Teacher establishes few rules for learning and behavior.
<p style="text-align: center;">17.1 <input type="checkbox"/></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.2 Managing Student Behavior: Techniques	<p>The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</p>	<p>The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</p>	<p>The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</p>	<p>The teacher uses few techniques to maintain appropriate student behavior.</p>
<p style="text-align: center;">17.2 <input type="checkbox"/></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.3 Managing Student Behavior: Inconsequential Behavior	<p>The teacher overlooks inconsequential behavior.</p>	<p>The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson.</p>	<p>The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson.</p>	<p>The teacher does not distinguish between inconsequential behavior and inappropriate behavior.</p>
<p style="text-align: center;">17.3 <input type="checkbox"/></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.4 Managing Student Behavior: Instructional Disruptions	<ul style="list-style-type: none"> 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. 	<p>The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.</p>	<p>The teacher inconsistently attends to students who have caused disruptions, and frequently addresses the entire class.</p>	<p>Disruptions frequently interrupt instruction.</p>
<p style="text-align: center;">17.4 <input type="checkbox"/></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ENVIRONMENT

18.0 Environment	The classroom <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.
18.0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.1 Respectful Culture: Teacher-Student Interactions	<ul style="list-style-type: none"> 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 .
19.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<ul style="list-style-type: none"> Student interaction is characterized by conflict, sarcasm, or put-downs. Students exhibit disrespect for the teacher.
19.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.
19.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

PROFESSIONALISM

Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
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PROFESSIONALISM

Growing and Developing Professionally	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
	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.	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
Reflecting on Teaching	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
	6. The educator offers specific actions to improve his/her teaching.	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
	7. The educator accepts responsibilities contributing to school improvement.	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
Community Involvement	9. The educator actively supports school activities and events.	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely
School Responsibilities	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely

Comments

University Supervisor Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____

Intern Signature _____ Date _____

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.

ⁱⁱ Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, Virginia. Association for Supervision and Curriculum Development.

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