

Component	Indicators	Score	Evidence
1a: Demonstrating Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> ● Lesson and unit plans that reflect important concepts in the discipline ● Lesson and unit plans that accommodate prerequisite relationships among concepts and skills ● Clear and accurate classroom explanations ● Accurate answers to student questions ● Feedback to students that furthers learning ● Interdisciplinary connections in plans and practice 	Proficient	<ul style="list-style-type: none"> ● Teacher answers student questions accurately and provides feedback that furthers their learning. <ul style="list-style-type: none"> ○ Pushes discussion further about physical vs. circumstantial evidence ● Teacher consistently provides clear explanations of the content. <ul style="list-style-type: none"> ○ Drives the student discussion on different forms of evidence with many examples. ● Teacher sets up a crime scene to expand on the current unit, by securing and measuring a crimescene.
1b: Demonstrating Knowledge of Students	<ul style="list-style-type: none"> ● Teacher gathers formal and informal information about students for use in planning instruction ● Teacher learns student interests and needs for use in planning ● Teacher participation in community cultural events ● Teacher-designed opportunities for families to share heritage ● Database of students with special needs 	Proficient	<ul style="list-style-type: none"> ● Teacher uses the students' interest in criminal investigation shows to start discussions on Forensic Science. ● Teacher is cognizant of students with disabilities in his class and works with Special Education teachers to meet the needs of those students.
1c: Setting Instructional Outcomes	<ul style="list-style-type: none"> ● Outcomes of a challenging cognitive level ● Statements of student learning, not student activity ● Outcomes central to the discipline and related to those in other disciplines ● Permit assessment of student attainment ● Differentiated for students of varied ability 	Proficient	<ul style="list-style-type: none"> ● Teacher identified students will be able to identify 3/7 S's of a crime scene. ● Teacher identified students will be able to accurately measure and sketch a crime scene.
1d: Demonstrating	<ul style="list-style-type: none"> ● District provided materials ● Range of texts 	Distinguishe d	<ul style="list-style-type: none"> ● Teacher identifies students' reading levels and adjusts materials as needed.

Knowledge of Resources	<ul style="list-style-type: none"> ● Guest speakers ● Internet resources ● Materials provided by professional organizations ● Teacher continuing professional education courses or professional groups ● Community resources 		<ul style="list-style-type: none"> ● Teacher facilitates student contact with resources outside of the classroom both in the Forensic Science field and others. ● Teacher is always extending his relationships with local colleges and universities to support student learning.
1e: Designing Coherent Instruction	<ul style="list-style-type: none"> ● Lessons that support instructional outcomes and reflect important concepts ● Instructional maps that indicate relationships to prior learning ● Activities that represent high-level thinking ● Opportunities for student choice ● The use of varied resources ● Thoughtfully planned learning groups ● Structured lesson plan 	Basic	<ul style="list-style-type: none"> ● 3 planned activities aligned to instructional outcomes. ● Students were unable to identify 3/7 S's for a crime scene. ● Instructional groups are randomly assigned based on attendance.
1f: Designing Student Assessments	<ul style="list-style-type: none"> ● Lesson plans indicate correspondence between assessments and instructional outcomes ● Assessment types are suitable to the style of outcome ● Variety of performance opportunities for students ● Modified assessments are available for individual students as needed ● Expectations clearly written with descriptors for each level of performance ● Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction 	Basic	<ul style="list-style-type: none"> ● Teacher began the lesson with collecting data using a DIN. ● Teacher had limited variety of performance opportunities for student although required tasks were varied, there were no options.

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2a: Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> ● Respectful talk, active listening, and turn-taking. ● Acknowledgement of students' backgrounds and lives outside the classroom. ● Body language indicative of warmth and caring shown by teachers and students ● Physical proximity ● Politeness and encouragement ● Fairness 	Proficient	<ul style="list-style-type: none"> ● Students talk to each other and with Teacher with respect. ● Teacher uses student names to address and answer any questions they have. ● One student waits to ask Teacher a question while he finishes providing a small group directions for crime scene activity.
2b: Establishing a Culture for Learning	<ul style="list-style-type: none"> ● Belief in the value of what is being learned. ● High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation. ● Expectation of high-quality work on the part of students. ● Expectation and recognition of effort and persistence on the part of students. ● High Expectations for expression and work products. 	Distinguished	<ul style="list-style-type: none"> ● Teacher is extremely passionate about teaching Forensic Science and has high expectations for students in the classroom. ● Teacher organizes College Visits with criteria for attending based on interests, what the college/university has to offer, and students must explain the benefits for them individually. ● Students expressed a desire to understand the difference between types of evidence and the connection to real life trials.
2c: Managing Classroom Procedures	<ul style="list-style-type: none"> ● Smooth functioning of all routines. ● Little or no loss of instructional time. ● Students playing an important role in carrying out the routines. ● Students knowing what to do, where to move. 	Basic	<ul style="list-style-type: none"> ● Instructional time is lost between 9:34-9:56 - as not all students are engaged and working on DIN ● Teacher works to direct students and identify grouping between 9:36-9:46. ● Students immediately retrieved laptops, logged in, and opened DIN site.

2d: Managing Student Behavior	<ul style="list-style-type: none"> ● Clear standards of conduct, possibly posted, and possibly referred to during a lesson. ● Absence of acrimony between teacher and students concerning behavior. ● Teacher awareness of student conduct. ● Preventive action when needed by teacher. ● Absence of misbehavior ● Reinforcement of positive behavior 	Proficient	<ul style="list-style-type: none"> ● Student behavior is generally appropriate, students remain seated at desks unless working in crime scene. ● Teacher redirects students who have yet to start DIN, either verbally or with physical proximity.
2e: Organizing physical space	<ul style="list-style-type: none"> ● 	Proficient	<ul style="list-style-type: none"> ● The classroom is safe, and all students are able to hear and see. ● The classroom is arranged to support instructional goals and learning activities (including a crime scene). ● Laptop carts could be combined to provide additional space near the front of the classroom.

Component	Indicators	Score	Evidence
3a: Communicating with Students	<ul style="list-style-type: none"> ● Clarity of lesson purpose. ● Clear directions and procedures specific to the lesson activities ● Absence of content errors and clear explanations of concepts and strategies ● Correct and imaginative use of language 	Proficient	<ul style="list-style-type: none"> ● Teacher identifies for students the learning targets for the lesson. ● Teacher invites students to engage in discussion of different types of evidence, who might provide that evidence, and when it could be used in trial.
3b: Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> ● Questions of high cognitive challenge, formulated by both students and teacher ● Questions with multiple correct answers or multiple approaches, even when there is a single correct response. 	Proficient	<ul style="list-style-type: none"> ● Teacher uses open-ended questions, asking students to think and accepts multiple answers. ● Teacher built on student responses and connections to recent Ted Bundy case. ● Many students are actively engaged in Ted Bundy discussion with real evidence photos.

	<ul style="list-style-type: none"> ● Effective use of student responses and ideas. ● Discussion with the teacher stepping out of the central, mediating role. ● Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates. ● High levels of student participation in discussion. 		
3c: Engaging Students in Learning	<ul style="list-style-type: none"> ● Student enthusiasm, interest, thinking, problem-solving, etc. ● Learning tasks that require high-level student thinking and invite students to explain their thinking ● Students highly motivated to work on all tasks and persistent even when the tasks are challenging. ● Students actively “working,” rather than watching while their teacher “works.” ● Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection 	Proficient	<ul style="list-style-type: none"> ● Most students are intellectually engaged in the lesson. ● Materials and resources support the learning goals and require intellectual engagement as appropriate. ● Students could use more time to engage in lesson materials on the 7 S’s of crime scenes.