

Component	Indicators	Score	Evidence
1a: Demonstrating <b>Knowledge of Content</b> and Pedagogy	<ul style="list-style-type: none"> <li>• Lesson and unit plans that reflect important concepts in the discipline</li> <li>• Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li>• Clear and accurate classroom explanations</li> <li>• Accurate answers to student questions</li> <li>• Feedback to students that furthers learning</li> <li>• Interdisciplinary connections in plans and practice</li> </ul>	Basic	<ul style="list-style-type: none"> <li>• Lesson/Unit Plans Unavailable</li> <li>• Teacher provides accurate answers to students' questions, draws on knowledge of other contents to explain tortoise homeostasis in winter.</li> <li>• Teacher provides 1-step instructions, without explaining full/end activity.</li> </ul>
1b: Demonstrating <b>Knowledge of Students</b>	<ul style="list-style-type: none"> <li>• Teacher gathers formal and informal information about students for use in planning instruction</li> <li>• Teacher learns student interests and needs for use in planning</li> <li>• Teacher participation in community cultural events</li> <li>• Teacher-designed opportunities for families to share heritage</li> <li>• Database of students with special needs</li> </ul>	Unsatisfactory	<ul style="list-style-type: none"> <li>• Teacher does not demonstrate the gathering of formal/informal information about students to use in planning instruction.</li> <li>• Teacher does not draw on student interests/needs in lesson.</li> <li>• Community Cultural Events, Opportunities to Engage Families, Database of students with special needs are not observed.</li> </ul>
1c: Setting <b>Instructional Outcomes</b>	<ul style="list-style-type: none"> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Permit assessment of student attainment</li> <li>• Differentiated for students of varied ability</li> </ul>	Unsatisfactory	<ul style="list-style-type: none"> <li>• Teacher asked students to identify five senses and provided two supporting details per sense in graphic organizer.</li> <li>• Teacher provided example of graphic organizer, provides auditory and visual examples.</li> <li>• Teacher did not differentiate for students of varied ability.</li> </ul>
1d: Demonstrating <b>Knowledge of Resources</b>	<ul style="list-style-type: none"> <li>• District provided materials</li> <li>• Range of texts</li> <li>• Guest speakers</li> <li>• Internet resources</li> <li>• Materials provided by professional organizations</li> <li>• Teacher continuing professional education courses or professional groups</li> <li>• Community resources</li> </ul>	Unsatisfactory	<ul style="list-style-type: none"> <li>• Library/Classroom Story Book</li> <li>• Larger Screen with filled in example</li> <li>• White board with student answers</li> <li>• Teacher lacked real examples of snow globes, pictures of other types of snow globes, etc.</li> </ul>

1e: Designing <b>Coherent Instruction</b>	<ul style="list-style-type: none"> <li>• Lessons that support instructional outcomes and reflect important concepts</li> <li>• Instructional maps that indicate relationships to prior learning</li> <li>• Activities that represent high-level thinking</li> <li>• Opportunities for student choice</li> <li>• The use of varied resources</li> <li>• Thoughtfully planned learning groups</li> <li>• Structured lesson plan</li> </ul>	Unsatisfactory	<ul style="list-style-type: none"> <li>• Teacher provided graphic organizer for students to fill in.</li> <li>• Teacher only provided whole group instruction.</li> <li>• Teacher reflected on previous learning of five-senses.</li> <li>• Observation – only part of lesson- presumably the rest of the lesson would include the actual student writing of details with structure of events, complete simple and compound sentences to offer descriptions of snow globe activity.</li> </ul>
1f: Designing <b>Student Assessments</b>	<ul style="list-style-type: none"> <li>• Lesson plans indicate correspondence between assessments and instructional outcomes</li> <li>• Assessment types are suitable to the style of outcome</li> <li>• Variety of performance opportunities for students</li> <li>• Modified assessments are available for individual students as needed</li> <li>• Expectations clearly written with descriptors for each level of performance</li> <li>• Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction</li> </ul>	Unsatisfactory	<ul style="list-style-type: none"> <li>• Limited formative assessments given and not asked of all students.</li> <li>• Teacher asked questions and received limited responses (students with hands raised).</li> <li>• Teacher only provided students with the option to say their answer aloud (called upon) or fill in graphic organizer.</li> </ul>

Component	Indicators	Score	Evidence
2a: Creating an Environment of <b>Respect and Rapport</b>	<ul style="list-style-type: none"> <li>• Respectful talk, active listening, and turn-taking.</li> <li>• Acknowledgement of students' backgrounds and lives outside the classroom.</li> <li>• Body language indicative of warmth and caring shown by teachers and students</li> <li>• Physical proximity</li> <li>• Politeness and encouragement</li> <li>• Fairness</li> </ul>	Proficient	<ul style="list-style-type: none"> <li>• Teacher demonstrates respectful talk and body language towards all students. Teacher demonstrates politeness, encouragement and fairness towards all students.</li> <li>• One student reminds another to be quiet while someone is talking.</li> <li>• Teacher is only positioned near some students, not physically placing herself near all students to check in.</li> <li>• Students are polite in discussions with one another.</li> </ul>

2b: Establishing a <b>Culture for Learning</b>	<ul style="list-style-type: none"> <li>● Belief in the value of what is being learned.</li> <li>● High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation.</li> <li>● Expectation of high-quality work on the part of students.</li> <li>● Expectation and recognition of effort and persistence on the part of students.</li> <li>● High Expectations for expression and work products.</li> </ul>	Unsatisfactory	<ul style="list-style-type: none"> <li>● Teacher is not observed establishing a culture for learning.</li> <li>● Teacher does not provide overall assignment details or expectations but rather works through it with the students.</li> <li>● Teacher is not observed providing positive feedback or any feedback to students in recognition of their hard work, quality of work, effort, persistence, out of the box thinking, or expression (creativity).</li> </ul>
2c: Managing <b>Classroom Procedures</b>	<ul style="list-style-type: none"> <li>● Smooth functioning of all routines.</li> <li>● Little or no loss of instructional time.</li> <li>● Students playing an important role in carrying out the routines.</li> <li>● Students knowing what to do, where to move.</li> </ul>	Proficient	<ul style="list-style-type: none"> <li>● Students appear to be well acquainted with classroom procedures (moving from rug to desks (vice versa)).</li> <li>● Student volunteers to assist teacher in handing out materials.</li> <li>● Very little instructional time lost (teacher utilizes count down method to regain attention- student comply before 1).</li> </ul>
2d: Managing <b>Student Behavior</b>	<ul style="list-style-type: none"> <li>● Clear standards of conduct, possibly posted, and possibly referred to during a lesson.</li> <li>● Absence of acrimony between teacher and students concerning behavior.</li> <li>● Teacher awareness of student conduct.</li> <li>● Preventive action when needed by teacher.</li> <li>● Absence of misbehavior</li> <li>● Reinforcement of positive behavior</li> </ul>	Proficient	<ul style="list-style-type: none"> <li>● Absence of misbehavior and reinforcement of positive behavior</li> </ul>
2e: Organizing <b>physical space</b>	<ul style="list-style-type: none"> <li>●</li> </ul>	Proficient	<ul style="list-style-type: none"> <li>● The classroom is safe, and all students are able to hear and see.</li> <li>● The classroom is arranged to support instructional goals and learning activities.</li> <li>● Students are grouped in pairs (but pairings are not used in lesson).</li> </ul>

Component	Indicators	Score	Evidence
3a: <b>Communicating with Students</b>	<ul style="list-style-type: none"> <li>● Clarity of lesson purpose.</li> <li>● Clear directions and procedures specific to the lesson activities</li> <li>● Absence of content errors and clear explanations of concepts and strategies</li> <li>● Correct and imaginative use of language</li> </ul>	Unsatisfactory	<ul style="list-style-type: none"> <li>● Teacher introduces purpose of lesson observed today, does not expand on final product.</li> <li>● Students were potentially confused on what they were brainstorming- students only produced what they expected to see in a real snow globe, rather than if they were stuck in a snow globe for a day.</li> <li>● Limited use of imaginative language</li> </ul>
3b: Using <b>Questioning and Discussion Techniques</b>	<ul style="list-style-type: none"> <li>● Questions of high cognitive challenge, formulated by both students and teacher</li> <li>● Questions with multiple correct answers or multiple approaches, even when there is a single correct response.</li> <li>● Effective use of student responses and ideas.</li> <li>● Discussion with the teacher stepping out of the central, mediating role.</li> <li>● Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates.</li> <li>● High levels of student participation in discussion.</li> </ul>	Unsatisfactory	<ul style="list-style-type: none"> <li>● Teacher provided questions with multiple correct answers, but did not direct students towards more creative, out of the box thinking (high cognitive challenges).</li> <li>● Teacher did not step out of the central, mediating role.</li> <li>● Teacher did not ask for reasoning with student responses.</li> <li>● Medium level of student participation in discussion (half of the students provided answers with hands raised throughout the whole lesson observed).</li> </ul>
3c: <b>Engaging Students in Learning</b>	<ul style="list-style-type: none"> <li>● Student enthusiasm, interest, thinking, problem-solving, etc.</li> <li>● Learning tasks that require high-level student thinking and invite students to explain their thinking</li> <li>● Students highly motivated to work on all tasks and persistent even when the tasks are challenging.</li> <li>● Students actively “working,” rather than watching while their teacher “works.”</li> <li>● Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection</li> </ul>	Unsatisfactory	<ul style="list-style-type: none"> <li>● Some students eagerly provided answers to teacher’s questions.</li> <li>● Low level thinking tasks- students provided right there answers</li> <li>● Students watched teacher, engaged with teacher, and copied what the teacher wrote.</li> <li>● 1 student asked the teacher to write out what they wanted to write on their paper – teacher provided spelling rather than working through sounding it out.</li> <li>● Teacher provided suitable pacing for task, however teacher did not provide student work time, rather completed the lesson with the students.</li> </ul>