Teacher Observation

Domain 1: Planning and Preparation

Fft 2013 - HEDI - 1a:

Component	Ineffective	Developing	Effective	Highly Effective
1a: Demonstrating Knowledge of Content and Pedagogy **Indicators:** **1. Lesson and unit plans that reflect important concepts in the discipline** **2. Lesson and unit plans that accommodate prerequisite relationships among concepts and skills** **3. Clear and accurate classroom explanations** **4. Accurate answers to students' questions** **5. Feedback to students that furthers learning** **6. Interdisciplinary connections in plans and practice.**	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. **Critical Attributes:** 1. The teacher makes content errors. 2. The teacher does not consider prerequisite relationships when planning. 3. The teacher's plans use inappropriate strategies for the discipline.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. **Critical Attributes:** 1. The teacher's understanding of the discipline is rudimentary. 2. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. 3. Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. **Critical Attributes:** 1. The teacher can identify important concepts of the discipline and their relationships to one another. 2. The teacher provides clear explanations of the content. 3. The teacher answers students' questions accurately and provides feedback that furthers their learning. 4. Instructional strategies in unit and lesson plans are entirely suitable to the content.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. **Critical Attributes:** 1. The teacher cites intra- and interdisciplinary content relationships. 2. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. 3. The teacher's plans reflect recent developments in content-related pedagogy.

Rubric Score: 0/0

Fft 2013 - HEDI - 1a: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 1a: Critical Attributes

Fft 2013 - HEDI - 1b:

Component	Ineffective	Developing	Effective	Highly Effective
1b: Demonstrating Knowledge of Students **Indicators:** **1. Formal and informal information about students gathered by the teacher for use in planning instruction** **2. Student interests and needs learned by the teacher for use in planning** **3. Teacher participation in community cultural events** **4. Teacher-designed opportunities for families to share their heritages** **5. Database of students with special needs.**	The teacher displays minimal understanding of how students learn - and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages - and does not indicate that such knowledge is valuable. **Critical Attributes:** 1. The teacher does not understand child development characteristics and has unrealistic expectations for students. 2. The teacher does not try to ascertain varied ability levels among students in the class. 3. The teacher is not aware of students' interests or cultural heritages. 4. The teacher takes no responsibility to learn about students' medical or learning disabilities.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. **Critical Attributes:** 1. The teacher cites developmental theory but does not seek to integrate it into lesson planning. 2. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." 3. The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. 4. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. **Critical Attributes:** 1. The teacher knows, for groups of students, their levels of cognitive development. 2. The teacher is aware of the different cultural groups in the class. 3. The teacher has a good idea of the range of interests of students in the class. 4. The teacher has identified "high", "medium", and "low" groups of students within the class. 5. The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. **Critical Attributes:** 1. The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. 2. The teacher seeks out information from all students about their cultural heritages. 3. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

		the implications of that knowledge.	6. The teacher is aware of the special needs represented by students in the class.	

Rubric Score: 0/0

Fft 2013 - HEDI - 1b: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 1b: Critical Attributes

Fft 2013 - HEDI - 1c:

Component	Ineffective	Developing	Effective	Highly Effective
1c: Setting Instructional Outcomes **Indicators:** **1. Outcomes of a challenging cognitive level** **2. Statements of student learning, not student activity** **3. Outcomes central to the discipline and related to those in other disciplines** **4. Outcomes permitting assessment of student attainment** **5. Outcomes differentiated for students of varied ability.**	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. **Critical Attributes:** 1. Outcomes lack rigor. 2. Outcomes do not represent important learning in the discipline. 3. Outcomes are not clear or are stated as activities. 4. Outcomes are not suitable for many students in the class.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. **Critical Attributes:** 1. Outcomes represent a mixture of low expectations and rigor. 2. Some outcomes reflect important learning in the discipline. 3. Outcomes are suitable for most of the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. **Critical Attributes:** 1. Outcomes represent high expectations and rigor. 2. Outcomes are related to "big ideas" of the discipline. 3. Outcomes are written in terms of what students will learn rather than do. 4. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. 5. Outcomes, differentiated where necessary, are suitable to groups of students in the class.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. **Critical Attributes:** 1. The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. 2. The teacher connects outcomes to previous and future learning. 3. Outcomes are differentiated to encourage individual students to take educational risks.

Rubric Score: 0/0

Fft 2013 - HEDI - 1c: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 1c: Critical Attributes

Fft 2013 - HEDI - 1d:

Component	Ineffective	Developing	Effective	Highly Effective
1d: Demonstrating Knowledge of Resources **Indicators:** **1. Materials provided by the district** **2. Materials provided by professional organizations** **3. A range of texts** **4. Internet resources** **5. Community resources** **6. Ongoing participation by the teacher in professional education courses or professional groups** **7. Guest speakers.**	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill. **Critical Attributes:** 1. The teacher uses only district-provided materials, even when more variety would assist some students. 2. The teacher does not seek out resources available to expand her own skill. 3. Although the teacher is aware of some student needs, he does not inquire about possible resources.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. **Critical Attributes:** 1. The teacher uses materials in the school library but does not search beyond the school for resources. 2. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. 3. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. **Critical Attributes:** 1. Texts are at varied levels. 2. Texts are supplemented by guest speakers and field experiences. 3. The teacher facilitates the use of Internet resources. 4. Resources are multidisciplinary. 5. The teacher expands his/her knowledge through professional learning groups and organizations. 6. The teacher pursues options offered by universities. 7. The teacher provides lists of resources outside the classroom for students to draw on.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. **Critical Attributes:** 1. Texts are matched to student skill level. 2. The teacher has ongoing relationships with colleges and universities that support student learning. 3. The teacher maintains a log of resources for student reference. 4. The teacher pursues apprenticeships to increase discipline knowledge. 5. The teacher facilitates student contact with resources outside the classroom.

Rubric Score: 0/0

Fft 2013 - HEDI - 1d: N/A

Component	Insufficient Evidence

N/A	

Fft 2013 - HEDI - 1d: Critical Attributes

Fft 2013 - HEDI - 1e:

Component	Ineffective	Developing	Effective	Highly Effective
1e: Designing Coherent Instruction **Indicators:** **1. Lessons that support instructional outcomes and reflect important concepts** **2. Instructional maps that indicate relationships to prior learning** **3. Activities that represent high-level thinking** **4. Opportunities for student choice** **5. Use of varied resources** **6. Thoughtfully planned learning groups** **7. Structured lesson plans.**	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. **Critical Attributes:** 1. Learning activities are boring and/or not well aligned to the instructional goals. 2. Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. 3. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. **Critical Attributes:** 1. Learning activities are moderately challenging. 2. Learning resources are suitable, but there is limited variety. 3. Instructional groups are random, or they only partially support objectives. 4. Lesson structure is uneven or may be unrealistic about time expectations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. **Critical Attributes:** 1. Learning activities are matched to instructional outcomes. 2. Activities provide opportunity for higher-level thinking. 3. The teacher provides a variety of appropriately challenging materials and resources. 4. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. 5. The plan for the lesson or unit is well structured, with reasonable time allocations.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. **Critical Attributes:** 1. Activities permit student choice. 2. Learning experiences connect to other disciplines. 3. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. 4. Lesson plans differentiate for individual student needs.
Rubric Score: 0/0				

Fft 2013 - HEDI - 1e: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 1e: Critical Attributes

Fft 2013 - HEDI - 1f:

Component	Ineffective	Developing	Effective	Highly Effective
1f: Designing Student Assessments **Indicators:** **1. Lesson plans indicating correspondence between assessments and instructional outcomes** **2. Assessment types suitable to the style of outcome** **3. Variety of performance opportunities for students** **4. Modified assessments available for individual students as needed** **5. Expectations clearly written with descriptors for each level of performance** **6. Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction.**	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. **Critical Attributes:** 1. Assessments do not match instructional outcomes. 2. Assessments lack criteria. 3. No formative assessments have been designed. 4. Assessment results do not affect future plans.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. **Critical Attributes:** 1. Only some of the instructional outcomes are addressed in the planned assessments. 2. Assessment criteria are vague. 3. Plans refer to the use of formative assessments, but they are not fully developed. 4. Assessment results are used to design lesson plans for the whole class, not individual students.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. **Critical Attributes:** 1. All the learning outcomes have a method for assessment. 2. Assessment types match learning expectations. 3. Plans indicate modified assessments when they are necessary for some students. 4. Assessment criteria are clearly written. 5. Plans include formative assessments to use during instruction. 6. Lesson plans indicate possible adjustments based on formative assessment data.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. **Critical Attributes:** 1. Assessments provide opportunities for student choice. 2. Students participate in designing assessments for their own work. 3. Teacher-designed assessments are authentic, with real-world application as appropriate. 4. Students develop rubrics according to teacher-specified learning objectives. 5. Students are actively involved in collecting information from formative assessments and provide input.
Rubric Score: 0/0				

Fft 2013 - HEDI - 1f: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 1f: Critical Attributes

Domain 2: The Classroom Environment

Component	Ineffective	Developing	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport **Indicators:** **1. Respectful talk, active listening, and turn-taking** **2. Acknowledgment of students' backgrounds and lives outside the classroom** **3. Body language indicative of warmth and caring shown by teacher and students** **4. Physical proximity** **5. Politeness and encouragement** **6. Fairness.**	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. **Critical Attributes:** 1. The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. 2. Students' body language indicates feelings of hurt, discomfort, or insecurity. 3. The teacher displays no familiarity with, or caring about, individual students. 4. The teacher disregards disrespectful interactions among students.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. **Critical Attributes:** 1. The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. 2. The teacher attempts to respond to disrespectful behavior among students, with uneven results. 3. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. **Critical Attributes:** 1. Talk between the teacher and students and among students is uniformly respectful. 2. The teacher successfully responds to disrespectful behavior among students. 3. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. 4. The teacher makes general connections with individual students. 5. Students exhibit respect for the teacher.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. **Critical Attributes:** 1. The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. 2. There is no disrespectful behavior among students. 3. When necessary, students respectfully correct one another. 4. Students participate without fear of put-downs or ridicule from either the teacher or other students. 5. The teacher respects and encourages students' efforts.
	Notes and Evidence: • There was no disrespectful behavior noted • Students worked in pairs and participate without put-downs • Ms. DiFede encouraged the students' efforts			
	Rubric Score: 4/4			

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 2a: Critical Attributes

- Highly Effective - The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- Highly Effective - There is no disrespectful behavior among students.
- Highly Effective - When necessary, students respectfully correct one another.
- Highly Effective - Students participate without fear of put-downs or ridicule from either the teacher or other students.
- Highly Effective - The teacher respects and encourages students' efforts.

Component	Ineffective	Developing	Effective	Highly Effective
2b: Establishing a Culture for Learning **Indicators:** **1. Belief in the value of what is being learned** **2. High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation** **3. Expectation of high-quality work on the part of students** **4. Expectation and recognition of effort and persistence on the part of students** **5. High expectations for expression and work products.**	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. **Critical Attributes:** 1. The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. 2. The teacher conveys to at least some students that the work is too challenging for them. 3. Students exhibit little or no pride in their work. 4. Students use language incorrectly; the teacher does not correct them.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. **Critical Attributes:** 1. The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. 2. The teacher conveys high expectations for only some students. 3. Students exhibit a limited commitment to complete the work on their own; many	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. **Critical Attributes:** 1. The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. 2. The teacher demonstrates a high regard for students' abilities. 3. The teacher conveys an expectation of high levels of student effort. 4. Students expend good effort to complete work of high quality. 5. The teacher insists on precise use of language by students.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. **Critical Attributes:** 1. The teacher communicates passion for the subject. 2. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. 3. Students indicate through their questions and comments a desire to understand the content. 4. Students assist their classmates in understanding the content. 5. Students take initiative in improving the quality of their work. 6. Students correct one another

| | | | | in their use of language. |

Notes and Evidence:
- Students worked in pairs to complete a task with minimal teacher prompting
- Students corrected each other's work
- Students assisted each other in developing "slices" throughout the lesson

Rubric Score: 4/4

Fft 2013 - HEDI - 2b: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 2b: Critical Attributes

- Highly Effective - The teacher communicates passion for the subject.
- Highly Effective - The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Highly Effective - Students indicate through their questions and comments a desire to understand the content.
- Highly Effective - Students assist their classmates in understanding the content.
- Highly Effective - Students take initiative in improving the quality of their work.
- Highly Effective - Students correct one another in their use of language.

Fft 2013 - HEDI - 2c:

Component	Ineffective	Developing	Effective	Highly Effective
2c: Managing Classroom Procedures **Indicators:** **1. Smooth functioning of all routines** **2. Little or no loss of instructional time** **3. Students playing an important role in carrying out the routines** **4. Students knowing what to do, where to move.**	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks. **Critical Attributes:** 1. Students not working with the teacher are not productively engaged. 2. Transitions are disorganized, with much loss of instructional time. 3. There do not appear to be any established procedures for distributing and collecting materials. 4. A considerable amount of time is spent off task because of unclear procedures. 5. Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties. **Critical Attributes:** 1. Students not working directly with the teacher are only partially engaged. 2. Procedures for transitions seem to have been established, but their operation is not smooth. 3. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. 4. Classroom routines function unevenly. 5. Volunteers and paraprofessionals require frequent supervision.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class. **Critical Attributes:** 1. Students are productively engaged during small-group or independent work. 2. Transitions between large- and small-group activities are smooth. 3. Routines for distribution and collection of materials and supplies work efficiently. 4. Classroom routines function smoothly. 5. Volunteers and paraprofessionals work with minimal supervision.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class. **Critical Attributes:** 1. With minimal prompting by the teacher, students ensure that their time is used productively. 2. Students take initiative in distributing and collecting materials efficiently. 3. Students themselves ensure that transitions and other routines are accomplished smoothly. 4. Volunteers and paraprofessionals take initiative in their work in the class.

Notes and Evidence:
03/16/2017 11:16 am: On the screen was an assignment for the students to complete.
03/16/2017 11:29 am: The goal of this is to break it into really small pieces, not to get it to work.
03/16/2017 11:29 am: The point is to slice small. If you do really small slices... this is what I want
03/16/2017 11:40 am: So we don't have a place for user input... we need to get started with this
03/16/2017 11:42 am: Another two slice calls...
03/16/2017 11:49 am: Another slice call.
03/16/2017 12:00 pm: I will keep you for 15 minutes... then I want to talk about it. You will have the last half hour for lunch.

Rubric Score: 4/4

Fft 2013 - HEDI - 2c: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 2c: Critical Attributes

- Effective - Classroom routines function smoothly.
- Highly Effective - With minimal prompting by the teacher, students ensure that their time is used productively.
- Highly Effective - Students themselves ensure that transitions and other routines are accomplished smoothly.

Fft 2013 - HEDI - 2d:

Component	Ineffective	Developing	Effective	Highly Effective
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge	Standards of conduct appear to have been established, but their implementation is inconsistent.	Student behavior is generally appropriate. The teacher monitors student behavior	Student behavior is entirely appropriate. Students take an active role in monitoring their

				own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Indicators: **1. Clear standards of conduct, possibly posted, and possibly referred to during a lesson** **2. Absence of acrimony between teacher and students concerning behavior Teacher awareness of student conduct** **3. Preventive action when needed by the teacher** **4. Absence of misbehavior** **5. Reinforcement of positive behavior.**	them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. **Critical Attributes:** 1. The classroom environment is chaotic, with no standards of conduct evident. 2. The teacher does not monitor student behavior. 3. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. **Critical Attributes:** 1. The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. 2. The teacher attempts to keep track of student behavior, but with no apparent system. 3. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. **Critical Attributes:** 1. Standards of conduct appear to have been established and implemented successfully. 2. Overall, student behavior is generally appropriate. 3. The teacher frequently monitors student behavior. 4. The teacher's response to student misbehavior is effective.	**Critical Attributes:** 1. Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. 2. The teacher silently and subtly monitors student behavior. 3. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Notes and Evidence:
No behavior problems observed.

Rubric Score: 4/4

Fft 2013 - HEDI - 2d: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 2d: Critical Attributes

- Highly Effective - Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.

Fft 2013 - HEDI - 2e:

Component	Ineffective	Developing	Effective	Highly Effective
2e: Organizing Physical Space **Indicators:** **1. Pleasant, inviting atmosphere** **2. Safe environment** **3. Accessibility for all students** **4. Furniture arrangement suitable for the learning activities** **5. Effective use of physical resources, including computer technology, by both teacher and students.**	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. **Critical Attributes:** 1. There are physical hazards in the classroom, endangering student safety. 2. Many students can't see or hear the teacher or see the board. 3. Available technology is not being used even if it is available and its use would enhance the lesson.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. **Critical Attributes:** 1. The physical environment is safe, and most students can see and hear the teacher or see the board. 2. The physical environment is not an impediment to learning but does not enhance it. 3. The teacher makes limited use of available technology and other resources.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. **Critical Attributes:** 1. The classroom is safe, and all students are able to see and hear the teacher or see the board. 2. The classroom is arranged to support the instructional goals and learning activities. 3. The teacher makes appropriate use of available technology.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. **Critical Attributes:** 1. Modifications are made to the physical environment to accommodate students with special needs. 2. There is total alignment between the learning activities and the physical environment. 3. Students take the initiative to adjust the physical environment. 4. The teacher and students make extensive and imaginative use of available technology.

Rubric Score: 0/0

Fft 2013 - HEDI - 2e: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 2e: Critical Attributes

Domain 3: Instruction

Fft 2013 - HEDI - 3a:

Component	Ineffective	Developing	Effective	Highly Effective
3a: Communicating with Students **Indicators:** **1. Clarity of lesson purpose** **2. Clear directions and procedures specific to the lesson activities** **3. Absence of content errors and clear explanations of concepts and strategies** **4. Correct and imaginative**	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students

| | teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

Critical Attributes:
1. At no time during the lesson does the teacher convey to students what they will be learning.
2. Students indicate through body language or questions that they don't understand the content being presented.
3. The teacher makes a serious content error that will affect students' understanding of the lesson.
4. Students indicate through their questions that they are confused about the learning task.
5. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
6. The teacher's vocabulary is inappropriate to the age or culture of the students. | or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

Critical Attributes:
1. The teacher provides little elaboration or explanation about what the students will be learning.
2. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
3. The teacher makes no serious content errors but may make minor ones.
4. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
5. The teacher must clarify the learning task so students can complete it.
6. The teacher's vocabulary and usage are correct but unimaginative.
7. When the teacher attempts to explain academic vocabulary, it is only partially successful.
8. The teacher's vocabulary is too advanced, or too juvenile, for students. | content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

Critical Attributes:
1. The teacher states clearly, at some point during the lesson, what the students will be learning.
2. The teacher's explanation of content is clear and invites student participation and thinking.
3. The teacher makes no content errors.
4. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
5. Students engage with the learning task, indicating that they understand what they are to do.
6. If appropriate, the teacher models the process to be followed in the task.
7. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
8. The teacher's vocabulary is appropriate to students' ages and levels of development. | contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Critical Attributes:
1. If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
2. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
3. The teacher points out possible areas for misunderstanding.
4. The teacher invites students to explain the content to their classmates.
5. Students suggest other strategies they might use in approaching a challenge or analysis.
6. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
7. Students use academic language correctly. |
|---|---|---|---|

Notes and Evidence:
03/16/2017 11:17 am: Some of you are struggling more than others
03/16/2017 11:17 am: Someone want to start with a slice...
03/16/2017 11:18 am: Basic HTML Page - "Hello World"
03/16/2017 11:18 am: Make a text box input - repeat text back to user
03/16/2017 11:18 am: Can you see that Leo
03/16/2017 11:19 am: Add CSS... make it look pretty
03/16/2017 11:20 am: Implement 5 states sales tax
03/16/2017 11:23 am: We are trying to make a calculator to buy something...
03/16/2017 11:24 am: The next thing we need to do is to make sales tax.... we don't have to do all the states; we could implement one first.
03/16/2017 11:25 am: There is one thing in the handout that we are not doing yet.... state code?
03/16/2017 11:26 am: Implement 1 discount.. then implement the rest
03/16/2017 11:28 am: What we are going to do now is to actually write this... we are going to program it.
03/16/2017 11:38 am: Carlos... you are good at this.. slicing!
03/16/2017 11:38 am: The timer is done... I want you to show another group what you have been doing.
03/16/2017 11:50 am: Try this.
03/16/2017 12:04 pm: OK.. so we are done.
03/16/2017 12:05 pm: Can you turn around and look at me... I know you are hungry
03/16/2017 12:08 pm: If you Google assignment four, you will not get an answer... but if you ask the right questions, you can find the answers
03/16/2017 12:09 pm: You are still learning your skills, and it's important to break things down
03/16/2017 12:09 pm: This exercise is meant for experienced software developers. You will use this in your career.

Rubric Score: 4/4

Fft 2013 - HEDI - 3a: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 3a: Critical Attributes

- Highly Effective - The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- Highly Effective - The teacher points out possible areas for misunderstanding.
- Highly Effective - The teacher invites students to explain the content to their classmates.
- Highly Effective - Students suggest other strategies they might use in approaching a challenge or analysis.
- Highly Effective - Students use academic language correctly.

Fft 2013 - HEDI - 3b:

Component	Ineffective	Developing	Effective	Highly Effective
3b: Using Questioning and Discussion Techniques **Indicators:** **1. Questions of high cognitive challenge, formulated by both students and teacher** **2. Questions with multiple correct answers or multiple approaches, even when**	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students

Component	Ineffective	Developing	Effective	Highly Effective
there is a single correct response **3. Effective use of student responses and ideas** **4. Discussion, with the teacher stepping out of the central, mediating role** **5. Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates** **6. High levels of student participation in discussion.**	reasoning. Only a few students participate in the discussion. **Critical Attributes:** 1. Questions are rapid-fire and convergent, with a single correct answer. 2. Questions do not invite student thinking. 3. All discussion is between the teacher and students; students are not invited to speak directly to one another. 4. The teacher does not ask students to explain their thinking. 5. Only a few students dominate the discussion.	them to respond to one another, and to explain their thinking, with uneven results. **Critical Attributes:** 1. The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. 2. The teacher invites students to respond directly to one another's ideas, but few students respond. 3. The teacher calls on many students, but only a small number actually participate in the discussion. 4. The teacher asks students to explain their reasoning, but only some students attempt to do so.	to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. **Critical Attributes:** 1. The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. 2. The teacher makes effective use of wait time. 3. Discussions enable students to talk to one another without ongoing mediation by teacher. 4. The teacher calls on most students, even those who don't initially volunteer. 5. Many students actively engage in the discussion. 6. The teacher asks students to justify their reasoning, and most attempt to do so.	themselves ensure that all voices are heard in the discussion. **Critical Attributes:** 1. Students initiate higher-order questions. 2. The teacher builds on and uses student responses to questions in order to deepen student understanding. 3. Students extend the discussion, enriching it. 4. Students invite comments from their classmates during a discussion and challenge one another's thinking. 5. Virtually all students are engaged in the discussion.

Notes and Evidence:
03/16/2017 11:19 am: What is another step... does not have to be the next step... it could be the last step.
03/16/2017 11:19 am: working calculator with sales tax... what's another step?
03/16/2017 11:21 am: make a second text box for the amount per item... what is your output?
03/16/2017 11:23 am: What is the next step we need to do? Multiply.
03/16/2017 11:28 am: Once you complete a slice, you yell it out
03/16/2017 11:35 am: how are we doing? I should hear my first slice
03/16/2017 11:50 am: So... when you click submit... you want something to come up... where?
03/16/2017 11:59 am: Can I see your page?
03/16/2017 12:05 pm: What did you think about this wat?
03/16/2017 12:06 pm: What was the process of this activity? It reminds me of conveyor belt.

Rubric Score: 3/4

Fft 2013 - HEDI - 3b: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 3b: Critical Attributes

- Effective - The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- Effective - The teacher makes effective use of wait time.
- Effective - Discussions enable students to talk to one another without ongoing mediation by teacher.
- Effective - Many students actively engage in the discussion.

Fft 2013 - HEDI - 3c:

Component	Ineffective	Developing	Effective	Highly Effective
3c: Engaging Students in Learning **Indicators:** **1. Student enthusiasm, interest, thinking, problem solving, etc.** **2. Learning tasks that require high-level student thinking and invite students to explain their thinking** **3. Students highly motivated to work on all tasks and persistent even when the tasks are challenging** **4. Students actively "working," rather than watching while their teacher "works"** **5. Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection.**	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. **Critical Attributes:** 1. Few students are intellectually engaged in the lesson. 2. Learning tasks/activities and materials require only recall or have a single correct response or method. 3. Instructional materials used are unsuitable to the lesson and/or the students. 4. The lesson drags or is rushed. 5. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime." **Critical Attributes:** 1. Some students are intellectually engaged in the lesson. 2. Learning tasks are a mix of those requiring thinking and those requiring recall. 3. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. 4. The materials and resources are partially aligned to the lesson objectives. 5. Few of the materials and resources require student thinking or ask students to explain their thinking. 6. The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others. 7. The instructional groupings used are partially appropriate to the activities.	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. **Critical Attributes:** 1. Most students are intellectually engaged in the lesson. 2. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. 3. Students are invited to explain their thinking as part of completing tasks. 4. Materials and resources support the learning goals and require intellectual engagement, as appropriate. 5. The pacing of the lesson provides students the time needed to be intellectually engaged. 6. The teacher uses groupings that are suitable to the lesson activities.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. **Critical Attributes:** 1. Virtually all students are intellectually engaged in the lesson. 2. Lesson activities require high-level student thinking and explanations of their thinking. 3. Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. 4. Students have an opportunity for reflection and closure on the lesson to consolidate their

	understanding.

Notes and Evidence:
03/16/2017 11:28 am: We are going to program in little 8 minute slices.
03/16/2017 11:28 am: 5 - 8 minute periods of iteration; then share it with another group.
03/16/2017 11:32 am: The students are working in pairs to complete their slices
03/16/2017 12:08 pm: You don't like breaking it down.... but you need to have this skill. When you get more comfortable, you can do bigger chunks.

Rubric Score: 4/4

Fft 2013 - HEDI - 3c: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 3c: Critical Attributes

- Highly Effective - Virtually all students are intellectually engaged in the lesson.
- Highly Effective - Lesson activities require high-level student thinking and explanations of their thinking.
- Highly Effective - Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Fft 2013 - HEDI - 3d:

Component	Ineffective	Developing	Effective	Highly Effective
3d: Using Assessment in Instruction **Indicators:** **1. The teacher paying close attention to evidence of student understanding** **2. The teacher posing specifically created questions to elicit evidence of student understanding** **3. The teacher circulating to monitor student learning and to offer feedback** **4. Students assessing their own work against established criteria.**	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. **Critical Attributes:** 1. The teacher gives no indication of what high-quality work looks like. 2. The teacher makes no effort to determine whether students understand the lesson. 3. Students receive no feedback, or feedback is global or directed to only one student. 4. The teacher does not ask students to evaluate their own or classmates' work.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. **Critical Attributes:** 1. There is little evidence that the students understand how their work will be evaluated. 2. The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. 3. Feedback to students is vague and not oriented toward future improvement of work. 4. The teacher makes only minor attempts to engage students in self- or peer assessment.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. **Critical Attributes:** 1. The teacher makes the standards of high-quality work clear to students. 2. The teacher elicits evidence of student understanding. 3. Students are invited to assess their own work and make improvements; most of them do so. 4. Feedback includes specific and timely guidance, at least for groups of students.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings. **Critical Attributes:** 1. Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. 2. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. 3. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. 4. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Notes and Evidence:
03/16/2017 12:05 pm: I asked for a reflection on this activity.
03/16/2017 12:09 pm: There is an assignment on ebackpack for one member of the group to submit.

Rubric Score: 3/4

Fft 2013 - HEDI - 3d: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 3d: Critical Attributes

- Effective - The teacher makes the standards of high-quality work clear to students.
- Effective - The teacher elicits evidence of student understanding.
- Effective - Students are invited to assess their own work and make improvements; most of them do so.
- Effective - Feedback includes specific and timely guidance, at least for groups of students.

Fft 2013 - HEDI - 3e:

Component	Ineffective	Developing	Effective	Highly Effective
3e: Demonstrating Flexibility and Responsiveness **Indicators:** **1. Incorporation of students'**	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to

| interests and daily events into a lesson
2. The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
3. The teacher seizing on a teachable moment. | attempt to adjust the lesson even when students don't understand the content.

Critical Attributes:
1. The teacher ignores indications of student boredom or lack of understanding.
2. The teacher brushes aside students' questions.
3. The teacher conveys to students that when they have difficulty learning, it is their fault.
4. In reflecting on practice, the teacher does not indicate that it is important to reach all students.
5. The teacher makes no attempt to adjust the lesson in response to student confusion. | minimal or ineffective.

Critical Attributes:
1. The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
2. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
3. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
4. The teacher's attempts to adjust the lesson are partially successful. | students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

Critical Attributes:
1. The teacher incorporates students' interests and questions into the heart of the lesson.
2. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.
3. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
4. When improvising becomes necessary, the teacher makes adjustments to the lesson. | address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Critical Attributes:
1. The teacher seizes on a teachable moment to enhance a lesson.
2. The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
3. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
4. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students. |

Rubric Score: 0/0

Fft 2013 - HEDI - 3e: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 3e: Critical Attributes

Domain 4: Professional Responsibilities

Fft 2013 - HEDI - 4a:

Component	Ineffective	Developing	Effective	Highly Effective
4a: Reflecting on Teaching **Indicators:** **1. Accurate reflections on a lesson** **2. Citation of adjustments to practice that draw on a repertoire of strategies.**	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. **Critical Attributes:** 1. The teacher considers the lesson but draws incorrect conclusions about its effectiveness. 2. The teacher makes no suggestions for improvement.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. **Critical Attributes:** 1. The teacher has a general sense of whether or not instructional practices were effective. 2. The teacher offers general modifications for future instruction.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. **Critical Attributes:** 1. The teacher accurately assesses the effectiveness of instructional activities used. 2. The teacher identifies specific ways in which a lesson might be improved.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. **Critical Attributes:** 1. The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. 2. The teacher's suggestions for improvement draw on an extensive repertoire.

Rubric Score: 4/4

Fft 2013 - HEDI - 4a: N/A

Component	Insufficient Evidence
N/A	

Fft 2013 - HEDI - 4a: Critical Attributes

- Highly Effective - The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.

Areas of Strength:

Ms. DiFede has created a student centered environment where she is able to act as a facilitator of learning and provides students with the opportunity to progress at their own pace. In this lesson, the students used the "Elephant Carpaccio Exercise;" a great way for software people, and in this case, her students to practice & learn how to break stories into really thin vertical slices. This not only led to interesting group conversation, but also helped the students realize that they need to break programs down into small pieces in order for them to increase their probability of working correctly. The exercise was extremely well implemented and useful.

Keep up the fine work.

3.8

Recommendations:
Ms. DiFede should continue to look for ways to keep all students engaged in the lessons and productive during class time. Using goal sheets and checklists for both individual and group expectations with timelines will help to not only give students the big picture (product/goal), but also help students with time management, a skill that is frequently underdeveloped. I look forward to seeing completed products such as the app that the four students have been developing.