EVALUATE DAVIS
Teaching Observation Alignment with Standards

STANDARDS & INDICATORS	OBSERVATION ITEMS
PLAN	
P.2 Designs instruction to meet or exceed DESK standards	1. Lesson aligns with DESK standards
P.3 Constructs relevant meaningful learning experiences which meet individual learning needs	2. Activities help learners master content or skills
	3. Teacher provides opportunities for learners to apply information to new situations
	4. Activities are individualized to meet the needs of each learner
P.4 Sequences and scaffolds lessons which balance depth with breadth.	5. Teacher connects current learning to both prior and future learning
	6. Lesson is well organized and proceeds in a logical sequence
TEACH	
T.1 Articulates learning goals, content, instructions, and expectations clearly	7. Learners know what they are supposed to be learning and why
	8. Learners know what they are supposed to do and when to do it
T.2 Engages students through a variety of best practice instructional strategies to achieve learning goals	9. Learners participate in a variety of learning activities
	10. Best practice instructional strategies are used
	11. Learners are actively participating or instruction is modified if learners appear disengaged
	12. Reluctant learners are encouraged to participate in lesson through multiple methods
	13. Technology supports the learner's ability to acquire content skills and knowledge
T.3 Utilizes instructional time wisely and paces effectively	14. Learners are involved in bell-to-bell learning
	15. Effective transitions maximize learning time
	16. Pacing is adjusted to meet learner needs
T.4 Displays enthusiasm and clear interest in the subject while ensuring students learn	17. Teacher demonstrates interest and enthusiasm
T.5 Uses instructional strategies to promote higher levels of thinking	18. Learners have opportunities to engage in higher level thinking through questioning, solving real-world problems, critically analyzing information, etc.
CHECK	
C.1 Utilizes a variety of informative checks to guide immediate adjustments during instruction and/or guide re-teaching or enrichment activities	19. A variety of frequent checks for understanding are employed
	20. Reteaching occurs prior to testing or moving to new concepts
	21. When checks reveal students are already proficient, enrichment connected to prior learning occurs
C.2 Provides opportunities for students with diverse learning needs to demonstrate understanding	22. Learners with diverse learning needs have opportunities to demonstrate understanding in different ways
C.3 Provides specific, timely, and ongoing formative feedback to inform students of progress	23. Learners receive specific and immediate feedback
	24. Learner misconceptions are corrected during instruction
C.4 Provides opportunities for students to set personal academic goals and self-assess progress.	25. Learners have opportunities to monitor and reflect upon their own progress
ENVIRONMENT	
E.1 Fosters an environment where educators and students are positive and respectful	26. Teacher positively acknowledges and interacts with all students
	27. Students are willing to take risks in learning (ask and respond to questions, hypothesize, share alternative options and/or opposing opinions, etc.)
	28. Learners demonstrate a positive and respectful attitude about classroom and learning
	29. Teacher demonstrates a positive and respectful attitude about classroom and learning
E.2 Demonstrates caring and understanding within an environment of high expectations	30. Each student is held to high expectations for learning and modifications to assignments are made as needed.
	31. Teacher is approachable and caring
E.3 Creates an inviting and safe learning environment through effective classroom organization, procedures, and behavior management	32. Classroom is organized and inviting
	33. Effective procedures minimize learning disruptions
	34. Behavioral expectations are clear and consistently applied