Teacher Announced Observation

Observation Date:

Domain 1: Planning & Preparation

Teacher Component 1a

Component	Ineffective	Partially Effective	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, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. **Critical Attributes:** 1. Teacher makes content errors. 2. Teacher does not consider prerequisite relationships when planning. 3. Teacher's plans do not incorporate appropriate activities/ modifications for the lesson. 4. There is no evidence of teacher differentiation of instruction.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. **Critical Attributes:** 1. Teacher's familiarity with the content area is rudimentary. 2. Teacher considers some prerequisite relationships but is inaccurate or incomplete. 3. Lesson plans attempt to incorporate appropriate activities/ modifications for the lesson. 4. There is some evidence of teacher differentiation of instruction.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. **Critical Attributes:** 1. The teacher has a strong grasp of content area. 2. The teacher consistently explains content knowledge accurately. 3. The teacher answers student questions accurately and provides feedback that furthers their learning. 4. Instructional strategies are entirely suitable to the content.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. **Critical Attributes:** 1. Teacher cites intra and interdisciplinary content relationships. 2. Teacher's plans demonstrate awareness of possible student learning difficulties and how they can be addressed/ modified. 3. Teacher's plans reflect content-related pedagogy that addresses anticipated student misconceptions.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1a N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

1a Critical Attributes

☐ Ineffective - Teacher makes content errors.

☐ Ineffective - Teacher does not consider prerequisite relationships when planning.

- [ ] Ineffective - Teacher`s plans do not incorporate appropriate activities/ modifications for the lesson.
- [ ] Ineffective - There is no evidence of teacher differentiation of instruction.
- [ ] Partially Effective - Teacher`s familiarity with the content area is rudimentary.
- [ ] Partially Effective - Teacher considers some prerequisite relationships but is inaccurate or incomplete.
- [ ] Partially Effective - Lesson plans attempt to incorporate appropriate activities/ modifications for the lesson.
- [ ] Partially Effective - There is some evidence of teacher differentiation of instruction.
- [ ] Effective - The teacher has a strong grasp of content area.
- [ ] Effective - The teacher consistently explains content knowledge accurately.
- [ ] Effective - The teacher answers student questions accurately and provides feedback that furthers their learning.
- [ ] Effective - Instructional strategies are entirely suitable to the content.
- [ ] Highly Effective - Teacher cites intra and interdisciplinary content relationships.
- [ ] Highly Effective - Teacher`s plans demonstrate awareness of possible student learning difficulties and how they can be addressed/ modified
- [ ] Highly Effective - Teacher`s plans reflect content-related pedagogy that addresses anticipated student misconceptions.

Teacher Component 1b

Component	Ineffective	Partially Effective	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	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 does not indicate that such knowledge is valuable. **Critical Attributes:** 1. Teacher lesson plans do not reflect child development characteristics and has unrealistic expectations for students. 2. Teacher does not try to ascertain varied ability levels and/or behaviors among students in the class. 3. Teacher is not aware of student interests or cultural heritages. 4. Teacher takes no responsibility to learn about students' medical, behavioral and disabilities.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interest and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. **Critical Attributes:** 1. Teacher lesson plans inconsistently reflect an understanding of child development. 2. Teacher is aware of the different ability levels and/or behaviors in the class but tends to plan and teach to the "whole group." 3. The teacher is aware of some student interests and heritages but inconsistently incorporates this knowledge in lesson planning. 4. The teacher is aware of some student medical issues, behaviors and disabilities but inconsistently incorporates this knowledge in lesson planning.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks 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 and has identified "high," "medium," and "low" groups of students within the class. 2. The teacher is aware of the different cultural groups in the class and incorporates this knowledge in lesson planning. 3. The teacher has a good idea of the range of interests of students in the class and incorporates these interests in lesson planning. 4. The teacher is aware of all student medical issues, behaviors, and disabilities and incorporates this knowledge in lesson planning.	Teacher understands the active nature of student learning and acquires information about the levels of development for individual students. The teacher also systematically acquire 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 various forms of ongoing assessment to evaluate the skill levels of individual students and uses this assessment data to plan differentiated instruction. 2. The teacher actively incorporates the cultural heritages of individual students into lesson planning by drawing on a variety of resources such as literature, music, guest speakers, etc. 3. The teacher actively incorporates the interests of individual students into the lesson through the integration of student choice. 4. The teacher is aware of changes to the medical, behavioral, and learning needs of individual students and adjusts instruction accordingly.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1b N/A

Component	Insufficient Evidence

N/A	
	Enter Notes and Evidence

1b Critical Attributes

☐ Ineffective - Teacher lesson plans do not reflect child development characteristics and has unrealistic expectations for students.

☐ Ineffective - Teacher does not try to ascertain varied ability levels and/or behaviors among students in the class.

☐ Ineffective - Teacher is not aware of student interests or cultural heritages.

☐ Ineffective - Teacher takes no responsibility to learn about students` medical, behavioral and disabilities.

☐ Partially Effective - Teacher lesson plans inconsistently reflect an understanding of child development.

☐ Partially Effective - Teacher is aware of the different ability levels and/or behaviors in the class but tends to plan and teach to the "whole group."

☐ Partially Effective - The teacher is aware of some student interests and heritages but inconsistently incorporates this knowledge in lesson planning.

☐ Partially Effective - The teacher is aware of some student medical issues, behaviors and disabilities but inconsistently incorporates this knowledge in lesson planning.

☐ Effective - The teacher knows, for groups of students, their levels of cognitive development and has identified "high," "medium," and "low" groups of students within the class.

☐ Effective - The teacher is aware of the different cultural groups in the class and incorporates this knowledge in lesson planning.

☐ Effective - The teacher has a good idea of the range of interests of students in the class and incorporates these interests in lesson planning.

☐ Effective - The teacher is aware of all student medical issues, behaviors, and disabilities and incorporates this knowledge in lesson planning.

☐ Highly Effective - The teacher uses various forms of ongoing assessment to evaluate the skill levels of individual students and uses this assessment data to plan differentiated instruction.

☐ Highly Effective - The teacher actively incorporates the cultural heritages of individual students into lesson planning by drawing on a variety resources such as literature, music, guest speakers, etc.

☐ Highly Effective - The teacher actively incorporates the interests of individual students into the lesson through the integration of student choice.

☐ Highly Effective - The teacher is aware of changes to the medical, behavioral, and learning needs of individual students and adjusts instructi accordingly.

Teacher Component 1c

Component	Ineffective	Partially Effective	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	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student 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 teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. **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. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of 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 do to demonstrate learning. 4. Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, and behavior management, communication. 5. Outcomes are suitable to groups of students in the class, differentiated where necessary.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students. **Critical Attributes:** 1. The teacher's plans reference curricular framework or blueprints to ensure accurate sequencing. 2. The teacher connects outcomes to previous and future learnings. 3. Outcomes are differentiated to individual students to take educational risks with modeling and/or prompting as needed.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1c N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

1c Critical Atrtibutes

☐ Ineffective - Outcomes lack rigor.

☐ Ineffective - Outcomes do not represent important learning in the discipline.

☐ Ineffective - Outcomes are not clear or are stated as activities.

☐ Ineffective - Outcomes are not suitable for many students in the class.

☐ Partially Effective - Outcomes represent a mixture of low expectations and rigor.

☐ Partially Effective - Some outcomes reflect important learning in the discipline.

☐ Partially Effective - Outcomes are suitable for most of the class.

☐ Effective - Outcomes represent high expectations and rigor.

☐ Effective - Outcomes are related to "big ideas" of the discipline.

☐ Effective - Outcomes are written in terms of what students will do to demonstrate learning.

☐ Effective - Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, and behavior management, communication.

☐ Effective - Outcomes are suitable to groups of students in the class, differentiated where necessary.

☐ Highly Effective - The teacher`s plans reference curricular framework or blueprints to ensure accurate sequencing.

☐ Highly Effective - The teacher connects outcomes to previous and future learnings.

☐ Highly Effective - Outcomes are differentiated to individual students to take educational risks with modeling and/or prompting as needed.

Teacher Component 1d

Component	Ineffective	Partially Effective	Effective	Highly Effective
1d. Demonstrating Knowledge 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	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district. **Critical Attributes:** 1. The teacher only uses district- provided materials, even when more variety would assist some students. 2. The teacher does not seek out resources available to expand his/her own skill. 3. Although aware of some student needs, the teacher does not inquire about possible resources.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly. **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.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet. **Critical Attributes:** 1. Texts are at varied levels. 2. Texts are supplemented by guest speakers and field experiences. 3. Teacher facilitates digital resources. 4. Resources are multi-disciplinary. 5. Teacher expands knowledge with professional learning groups and organizations. 6. Teacher pursues resources and options offered by universities and/or professional associations. 7. Teacher provides lists of resources outside the class for students to draw on.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students 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 individual student skill level. 2. The teacher has ongoing relationships with colleges, universities, and/or professional associations that support student learning. 3. The teacher maintains log of resources for student and parent reference. 4. The teacher pursues apprenticeships and mentorships, and/or provides mentorship to others to increase discipline knowledge. 5. The teacher facilitates student and parent contact with resources outside the classroom.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 – 1d N/A ▲

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

1d Critical Attributes

☐ Ineffective - The teacher only uses district- provided materials, even when more variety would assist some students.

☐ Ineffective - The teacher does not seek out resources available to expand his/her own skill.

☐ Ineffective - Although aware of some student needs, the teacher does not inquire about possible resources.

☐ Ineffective -

☐ Ineffective -

☐ Ineffective -

☐ Partially Effective - The teacher uses materials in the school library, but does not search beyond the school for resources.

☐ Partially Effective - The teacher participates in content- area workshops offered by the school, but does not pursue other professional development.

☐ Partially Effective - The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.

☐ Partially Effective -

☐ Partially Effective -

☐ Partially Effective -

☐ Effective - Texts are at varied levels.

☐ Effective - Texts are supplemented by guest speakers and field experiences.

☐ Effective - Teacher facilitates digital resources.

☐ Effective - Resources are multi-disciplinary.

- ☐ Effective - Teacher expands knowledge with professional learning groups and organizations.
- ☐ Effective - Teacher pursues resources and options offered by universities and/or professional associations.
- ☐ Effective - Teacher provides lists of resources outside the class for students to draw on.
- ☐ Highly Effective - Texts are matched to individual student skill level.
- ☐ Highly Effective - The teacher has ongoing relationships with colleges, universities, and/or professional associations that support student learning.
- ☐ Highly Effective - The teacher maintains log of resources for student and parent reference.
- ☐ Highly Effective - The teacher pursues apprenticeships and mentorships, and/or provides mentorship to others to increase discipline knowledge.
- ☐ Highly Effective - The teacher facilitates student and parent contact with resources outside the classroom.

Teacher Component 1e

Component	Ineffective	Partially Effective	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	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes 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. 3. Instructional groups do not support learning. 4. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. **Critical Attributes:** 1. Learning activities are moderately challenging. 2. Learning resources are suitable, but there is limited variety. 3. Instructional groups are random or only partially support objectives. 4. Lesson structure is uneven or may be unrealistic in terms of time expectations.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and 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. The lesson or unit has a clear structure with appropriate and varied use of instructional groups. **Critical Attributes:** 1. Learning activities are matched to instructional outcomes. 2. Activities provide opportunities for higher-level thinking. 3. Teacher provides a variety of appropriately challenging materials and resources. 4. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths and/or behaviors. 5. The plan for the lesson or unit is well structured, with reasonable time allocations.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. **Critical Attributes:** 1. Activities permit student choice. 2. Learning experiences connect to other disciplines. 3. Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. 4. Lesson plans differentiate for individual student needs with effective time allocations.

<u>Enter Notes and Evidence</u>

Rubric Score: 0/0

FfT 2013 - 1e N/A

Component	Insufficient Evidence
N/A	

<u>Enter Notes and Evidence</u>

1e Critical Attributes

- ☐ Ineffective - Learning activities are boring and/or not well aligned to the instructional goals.
- ☐ Ineffective - Materials are not engaging or do not meet instructional outcomes.
- ☐ Ineffective - Instructional groups do not support learning.

- ☐ Ineffective - Lesson plans are not structured or sequenced and are unrealistic in their expectations.
- ☐ Partially Effective - Learning activities are moderately challenging.
- ☐ Partially Effective - Learning resources are suitable, but there is limited variety.
- ☐ Partially Effective - Instructional groups are random or only partially support objectives.
- ☐ Partially Effective - Lesson structure is uneven or may be unrealistic in terms of time expectations.
- ☐ Effective - Learning activities are matched to instructional outcomes.
- ☐ Effective - Activities provide opportunities for higher-level thinking.
- ☐ Effective - Teacher provides a variety of appropriately challenging materials and resources.
- ☐ Effective - Instructional student groups are organized thoughtfully to maximize learning and build on student strengths and/or behaviors.
- ☐ Effective - The plan for the lesson or unit is well structured, with reasonable time allocations.
- ☐ Highly Effective - Activities permit student choice.
- ☐ Highly Effective - Learning experiences connect to other disciplines.
- ☐ Highly Effective - Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- ☐ Highly Effective - Lesson plans differentiate for individual student needs with effective time allocations.

Teacher Component 1f

Component	Ineffective	Partially Effective	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; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction. **Critical Attributes:** 1. Assessments do not match instructional outcomes. 2. Assessments have no criteria. 3. No formative assessments have been designed. 4. Assessment results do not affect future plans.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole. **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.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. **Critical Attributes:** 1. All the learning outcomes have a method for assessment. 2. Assessment types match learning expectations and formats are developmentally appropriate. 3. Plans indicate modified assessments for some students and they are implemented with fidelity. 4. Assessment criteria are clearly written. 5. Plans include formative assessments/ questions used during instruction related to objectives. 6. Lesson plans indicate possible adjustments based on formative assessment data, student IEP and other plans. 7. Applicable rubrics are provided for expected classroom performance.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students. **Critical Attributes:** 1. Assessments provide opportunities for student choice. (formal or informal assessments - differentiated by product based on choice). 2. Teacher fosters opportunities for students to participate in designing assessments for their own work. 3. Teacher-designed assessments are authentic with real-world application, as appropriate. 4. Teacher elicits student input on criteria for grading based on teacher expectations as developmentally appropriate. 5. Applicable rubrics align with grade level expected performance.

Enter Notes and Evidence

Rubric Score: 0/0

Component	Insufficient Evidence
N/A	
	Enter Notes and Evidence

1f Critical Attributes

☐ Ineffective - Assessments do not match instructional outcomes.

☐ Ineffective - Assessments have no criteria.

☐ Ineffective - No formative assessments have been designed.

☐ Ineffective - Assessment results do not affect future plans.

☐ Partially Effective - Only some of the instructional outcomes are addressed in the planned assessments.

☐ Partially Effective - Assessment criteria are vague.

☐ Partially Effective - Plans refer to the use of formative assessments, but they are not fully developed.

☐ Partially Effective - Assessment results are used to design lesson plans for the whole class, not individual students.

☐ Effective - All the learning outcomes have a method for assessment.

☐ Effective - Assessment types match learning expectations and formats are developmentally appropriate.

☐ Effective - Plans indicate modified assessments for some students and they are implemented with fidelity.

☐ Effective - Assessment criteria are clearly written.

☐ Effective - Plans include formative assessments/ questions used during instruction related to objectives.

☐ Effective - Lesson plans indicate possible adjustments based on formative assessment data, student IEP and other plans.

☐ Effective - Applicable rubrics are provided for expected classroom performance.

☐ Highly Effective - Assessments provide opportunities for student choice. (formal or informal assessments - differentiated by product based o choice).

☐ Highly Effective - Teacher fosters opportunities for students to participate in designing assessments for their own work.

☐ Highly Effective - Teacher-designed assessments are authentic with real-world application, as appropriate.

☐ Highly Effective - Teacher elicits student input on criteria for grading based on teacher expectations as developmentally appropriate.

☐ Highly Effective - Applicable rubrics align with grade level expected performance.

Domain 2: Rapport & Respect

Component	Ineffective	Partially Effective	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 student's ages, cultural backgrounds, and developmental levels.
2. Students indicate 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 the 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. 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 inconsistently responds to behavior among students.
3. Teacher inconsistently attempts to make connections with individual students and/or these attempts are not entirely successful. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.

Critical Attributes:
1. Interactions between the teacher and students and/or among students is uniformly developmentally appropriate.
2. The teacher consistently and respectfully responds to behavior among students.
3. The teacher fosters an environment in which students have the opportunity to actively participate.
4. The teachers makes general connections with individual students.
5. The teacher models and/or encourages students to exhibit respect for the classroom community. | Classroom interactions among the teacher and individual 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 of interactions is that of connections with students as individuals.

Critical Attributes:
1. The teacher demonstrates knowledge and caring about students on a personal level.
2. The teacher promotes respectful peer to peer interactions.
3. Students participate without fear of put-downs or ridicule from the teacher.
4. The teacher respects and encourages individual student efforts. |
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Enter Notes and Evidence

Rubric Score: 0/0

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

2a Critical Attributes

☐ Ineffective - The teacher is disrespectful toward students or insensitive to student`s ages, cultural backgrounds, and developmental levels.

☐ Ineffective - Students indicate feelings of hurt, discomfort, or insecurity.

☐ Ineffective - The teacher displays no familiarity with, or caring about, individual students.

☐ Ineffective - The teacher disregards disrespectful interactions among students.

☐ Partially Effective - The quality of interactions between teacher and students, or among students, is uneven with occasional disrespect or insensitivity.

☐ Partially Effective - The teacher inconsistently responds to behavior among students.

☐ Partially Effective - Teacher inconsistently attempts to make connections with individual students and/or these attempts are not entirely successful.

☐ Effective - Interactions between the teacher and students and/or among students is uniformly developmentally appropriate.

☐ Effective - The teacher consistently and respectfully responds to behavior among students.

☐ Effective - The teacher fosters an environment in which students have the opportunity to actively participate.

☐ Effective - The teachers makes general connections with individual students.

☐ Effective - The teacher models and/or encourages students to exhibit respect for the classroom community.

☐ Highly Effective - The teacher demonstrates knowledge and caring about students on a personal level.

☐ Highly Effective - The teacher promotes respectful peer to peer interactions.

Teacher Component 2b ▲

Component	Ineffective	Partially Effective	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 their work. 2. The teacher conveys to at least some students that the work is too challenging for them. 3. Teacher has low or no expectations for student participation or effort. 4. Teacher does not encourage students to exhibit effort, engagement, and/or pride in their participation. 5. Teacher does not address student incorrect responses.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; 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. 2. The teacher conveys inconsistent and/or inappropriate expectations for students. 3. The teacher accepts work of minimal effort. 4. The teacher focuses on completion of the task rather than the quality of the work. 5. The teacher inconsistently addresses incorrect student responses.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. **Critical Attributes:** 1. The teacher communicates the importance of the content and the belief that with hard work all students can make progress towards learning goals. 2. The teacher demonstrates a high regard for students' abilities. 3. The teacher conveys an expectation of high levels of student effort. 4. The teacher establishes expectations of high quality work and the students expend effort to meet those expectations. 5. The teacher consistently addresses incorrect student responses.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers. **Critical Attributes:** 1. The teacher demonstrates passion for the content through enthusiasm and energy. 2. The teacher individualizes the mode through which the students demonstrate their understanding of the content. 3. The teacher provides individual students the opportunity to improve the quality of their work. 4. The teacher consistently addresses incorrect student responses and provides further instruction to improve individual student understanding.

<u>Enter Notes and Evidence</u>

Rubric Score: 0/0

FfT 2013 - 2b N/A ▲

Component	Insufficient Evidence
N/A	

<u>Enter Notes and Evidence</u>

2b Critical Attributes

☐ Ineffective - The teacher conveys that there is little or no purpose for their work.

☐ Ineffective - The teacher conveys to at least some students that the work is too challenging for them.

☐ Ineffective - Teacher has low or no expectations for student participation or effort.

☐ Ineffective - Teacher does not encourage students to exhibit effort, engagement, and/or pride in their participation.

☐ Ineffective - Teacher does not address student incorrect responses.

☐ Partially Effective - The teacher`s energy for the work is neutral.

☐ Partially Effective - The teacher conveys inconsistent and/or inappropriate expectations for students.

☐ Partially Effective - The teacher accepts work of minimal effort.

☐ Partially Effective - The teacher focuses on completion of the task rather than the quality of the work.

☐ Partially Effective - The teacher inconsistently addresses incorrect student responses.

☐ Effective - The teacher communicates the importance of the content and the belief that with hard work all students can make progress towards learning goals.

- [ ] Effective - The teacher demonstrates a high regard for students` abilities.
- [ ] Effective - The teacher conveys an expectation of high levels of student effort.
- [ ] Effective - The teacher establishes expectations of high quality work and the students expend effort to meet those expectations.
- [ ] Effective - The teacher consistently addresses incorrect student responses.
- [ ] Highly Effective - The teacher demonstrates passion for the content through enthusiasm and energy.
- [ ] Highly Effective - The teacher individualizes the mode through which the students demonstrate their understanding of the content.
- [ ] Highly Effective - The teacher provides individual students the opportunity to improve the quality of their work.
- [ ] Highly Effective - The teacher consistently addresses incorrect student responses and provides further instruction to improve individual stude understanding.

Teacher Component 2c

Component	Ineffective	Partially Effective	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. Transitions are disorganized, with much loss of instructional time. 2. There do not appear to be any established procedures for distributing and collecting materials. 3. A considerable amount of time is spent off task because of unclear procedures. 4. 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. Procedures for transitions seem to have been established, but their operation is not consistent. 2. There appear to be established routines for distribution and collection of materials but the teacher does not apply the routines consistently. 3. Classroom routines do not produce desired outcomes. 4. Teacher inconsistently provides prompting and redirection to paraprofessionals when needed.	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. Transitions between large and small- group activities are smooth, yet teacher directed. 2. Routines for distribution and collection of materials and supplies work efficiently. 3. Classroom routines function smoothly. 4. Paraprofessionals work with minimal prompting and redirection.	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. The teacher facilitates an environment that encourages students to take initiative at developmentally-appropriate level. 2. Teacher facilitates sharing, placing, passing, distributing and collecting materials efficiently to foster self-awareness and awareness of others. 3. Teacher facilitates students taking ownership/initiative to ensure that the established transitions and other routines are accomplished smoothly. 4. Paraprofessionals take initiative in their work, as established by the classroom teacher.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2c N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

2c Critical Attributes

- [ ] Ineffective - Transitions are disorganized, with much loss of instructional time.
- [ ] Ineffective - There do not appear to be any established procedures for distributing and collecting materials.
- [ ] Ineffective - A considerable amount of time is spent off task because of unclear procedures.

☐ Ineffective - Paraprofessionals have no defined role and/or are idle much of the time.

☐ Partially Effective - Procedures for transitions seem to have been established, but their operation is not consistent.

☐ Partially Effective - There appear to be established routines for distribution and collection of materials but the teacher does not apply the routines consistently.

☐ Partially Effective - Classroom routines do not produce desired outcomes.

☐ Partially Effective - Teacher inconsistently provides prompting and redirection to paraprofessionals when needed.

☐ Effective - Transitions between large and small- group activities are smooth, yet teacher directed.

☐ Effective - Routines for distribution and collection of materials and supplies work efficiently.

☐ Effective - Classroom routines function smoothly.

☐ Effective - Paraprofessionals work with minimal prompting and redirection.

☐ Highly Effective - The teacher facilitates an environment that encourages students to take initiative at developmentally-appropriate level.

☐ Highly Effective - Teacher facilitates sharing, placing, passing, distributing and collecting materials efficiently to foster self-awareness and awareness of others.

☐ Highly Effective - Teacher facilitates students taking ownership/initiative to ensure that the established transitions and other routines are accomplished smoothly.

☐ Highly Effective - Paraprofessionals take initiative in their work, as established by the classroom teacher.

Teacher Component 2d

Component	Ineffective	Partially Effective	Effective	Highly Effective
2d. Managing Student Behavior **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 3. Teacher awareness of student conduct 4. Preventive action when needed by the teacher 5. Absence of misbehavior 6. Reinforcement of positive behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. 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.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. **Critical Attributes:** 1. Teacher attempts to promote classroom norms and expectations 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 behavior is inconsistent.	The teacher monitors student behavior 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 consistently. 2. The teacher frequently monitors student behaviors. 3. The teacher's response to student behavior is respectful and keeping with established standards of conduct. 4. Teacher reinforces expected behaviors for groups and the class.	Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students **Critical Attributes:** 1. Teacher addresses maladaptive behaviors in ways that are sensitive to individual needs and respects student's dignity. 2. The teacher subtly monitors individual student behavior. 3. Teacher anticipates behaviors and implements preventive strategies and/or plans. 4. Teacher reinforces expected behaviors at the individual level.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2d N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

2d Critical Attributes

☐ Ineffective - The classroom environment is chaotic, with no standards of conduct evident.

☐ Ineffective - The teacher does not monitor student behavior.

☐ Ineffective - Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

☐ Partially Effective - Teacher attempts to promote classroom norms and expectations but with uneven success.

☐ Partially Effective - The teacher attempts to keep track of student behavior, but with no apparent system.

- [ ] Partially Effective - The teacher`s response to student behavior is inconsistent.
- [ ] Effective - Standards of conduct appear to have been established and implemented consistently.
- [ ] Effective - The teacher frequently monitors student behaviors.
- [ ] Effective - The teacher`s response to student behavior is respectful and keeping with established standards of conduct.
- [ ] Effective - Teacher reinforces expected behaviors for groups and the class.
- [ ] Highly Effective - Teacher addresses maladaptive behaviors in ways that are sensitive to individual needs and respects student`s dignity.
- [ ] Highly Effective - The teacher subtly monitors individual student behavior.
- [ ] Highly Effective - Teacher anticipates behaviors and implements preventive strategies and/or plans.
- [ ] Highly Effective - Teacher reinforces expected behaviors at the individual level.

Teacher Component 2e

Component	Ineffective	Partially Effective	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's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success **Critical Attributes:** 1. The physical environment is safe. 2. Most students can see and hear the teacher and/or the lesson. 3. The physical environment is not an impediment to learning but does not enhance it. 4. The teacher makes limited use of available technology and other resources related to lessons or uses technology excessively in a non-educational way.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. **Critical Attributes:** 1. The classroom is safely set up for the population of students, and all students are able to see and hear the teacher and lesson for engagement. 2. The classroom is arranged to support the instructional goals and learning activities for the specific population of students. 3. The teacher makes appropriate educational use of available technology.	The classroom is safe, and learning is accessible to all students including those with special needs. 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 individual students. 2. The physical environment reflects the teacher's current lesson plan and learning activities. 3. The teacher supports and/or encourages individual students to take initiative to adjust the physical environment in a safe manner. 4. The teacher encourages the individual students to use available technology in an educationally appropriate way.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2e N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

2e Critical Attributes

- [ ] Ineffective - There are physical hazards in the classroom, endangering student safety.
- [ ] Ineffective - Many students can`t see or hear the teacher or see the board.
- [ ] Ineffective - Available technology is not being used even if it is available and its use would enhance the lesson.
- [ ] Partially Effective - The physical environment is safe.
- [ ] Partially Effective - Most students can see and hear the teacher and/or the lesson.
- [ ] Partially Effective - The physical environment is not an impediment to learning but does not enhance it.

☐ Partially Effective - The teacher makes limited use of available technology and other resources related to lessons or uses technology excessively in a non-educational way.

☐ Effective - The classroom is safely set up for the population of students, and all students are able to see and hear the teacher and lesson for engagement.

☐ Effective - The classroom is arranged to support the instructional goals and learning activities for the specific population of students.

☐ Effective - The teacher makes appropriate educational use of available technology.

☐ Highly Effective - Modifications are made to the physical environment to accommodate individual students.

☐ Highly Effective - The physical environment reflects the teacher`s current lesson plan and learning activities.

☐ Highly Effective - The teacher supports and/or encourages individual students to take initiative to adjust the physical environment in a safe manner.

☐ Highly Effective - The teacher encourages the individual students to use available technology in an educationally appropriate way.

Domain 3: Instruction

Teacher Component 3a

Component	Ineffective	Partially Effective	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 use of language	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. **Critical Attributes:** 1. At no time during the lesson does the teacher convey to the students what they will be learning. 2. Teacher does not clearly convey lesson objective. 3. The teacher makes a serious content error that will affect students' understanding of the lesson. 4. The teacher does not respond and adjust to the student's lack of engagement. 5. The teacher's communications includes errors of vocabulary. 6. The teacher's communications are inappropriate for the age or developmental level or the student.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. **Critical Attributes:** 1. The teacher provides little elaboration or explanation about what the students will be learning. 2. The teacher makes a minimal attempt to clarify lesson objective and engagement of students. 3. The teacher makes minor content errors that may affect student's understanding of the lesson. 4. The teacher makes minimal adjustments to the student's lack of engagement. 5. The teacher attempts to clarify the learning task so students can complete it, but is unsuccessful. 6. The teacher's communications include vocabulary usage that is correct but not engaging. 7. At times, the teacher's vocabulary is not developmentally appropriate for students.	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. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests. **Critical Attributes:** 1. The teacher clearly states the objective of the lesson. 2. The teacher's explanation of the content is clear and fosters student engagement. 3. The teacher makes no content errors. 4. The teacher provides students with strategies that connects with the student's knowledge and experience. 5. The teacher makes adjustments to fully engage students in the learning task. 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. 8. Teacher vocabulary is appropriate to the students' ages and levels of development.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. **Critical Attributes:** 1. Teacher provides opportunities for students to generalize the lesson objective to the larger classroom and curriculum context and/or students generalize the lesson objective to the larger classroom curriculum context when developmentally ready. 2. The teacher explains content clearly and imaginatively, using metaphors, analogies, and/or engaging language to bring content to life. 3. Teacher anticipates possible areas for misunderstanding. 4. The teacher provides opportunities for the students to explain the content to their classmates and/or suggest other strategies that might be used. 5. The teacher supports language development through vocabulary lessons where appropriate and provides visual cues and learning prompts throughout the classroom. 6. Teacher efforts elicit increased language and communication from students, including the effective utilization of communication devices.

<u>Enter Notes and Evidence</u>

Rubric Score: 0/0

FfT 2013 - 3a N/A

Component	Insufficient Evidence
N/A	

3a Critical Attributes

☐ Ineffective - At no time during the lesson does the teacher convey to the students what they will be learning.

☐ Ineffective - Teacher does not clearly convey lesson objective.

☐ Ineffective - The teacher makes a serious content error that will affect students` understanding of the lesson.

☐ Ineffective - The teacher does not respond and adjust to the student`s lack of engagement.

☐ Ineffective - The teacher`s communications includes errors of vocabulary.

☐ Ineffective - The teacher`s communications are inappropriate for the age or developmental level or the student.

☐ Partially Effective - The teacher provides little elaboration or explanation about what the students will be learning.

☐ Partially Effective - The teacher makes a minimal attempt to clarify lesson objective and engagement of students.

☐ Partially Effective - The teacher makes minor content errors that may affect student`s understanding of the lesson.

☐ Partially Effective - The teacher makes minimal adjustments to the student`s lack of engagement.

☐ Partially Effective - The teacher attempts to clarify the learning task so students can complete it, but is unsuccessful.

☐ Partially Effective - The teacher`s communications include vocabulary usage that is correct but not engaging.

☐ Partially Effective - At times, the teacher`s vocabulary is not developmentally appropriate for students.

☐ Effective - The teacher clearly states the objective of the lesson.

☐ Effective - The teacher`s explanation of the content is clear and fosters student engagement.

☐ Effective - The teacher makes no content errors.

☐ Effective - The teacher provides students with strategies that connects with the student`s knowledge and experience.

☐ Effective - The teacher makes adjustments to fully engage students in the learning task.

☐ Effective - If appropriate, the teacher models the process to be followed in the task.

☐ Effective - The teacher`s vocabulary and usage are correct and entirely suited to the lesson.

☐ Effective - Teacher vocabulary is appropriate to the students` ages and levels of development.

☐ Highly Effective - Teacher provides opportunities for students to generalize the lesson objective to the larger classroom and curriculum conte and/or students generalize the lesson objective to the larger classroom curriculum context when developmentally ready.

☐ Highly Effective - The teacher explains content clearly and imaginatively, using metaphors, analogies, and/or engaging language to bring content to life.

☐ Highly Effective - Teacher anticipates possible areas for misunderstanding.

☐ Highly Effective - The teacher provides opportunities for the students to explain the content to their classmates and/or suggest other strateg that might be used.

☐ Highly Effective - The teacher supports language development through vocabulary lessons where appropriate and provides visual cues and learning prompts throughout the classroom.

☐ Highly Effective - Teacher efforts elicit increased language and communication from students, including the effective utilization of communication devices.

Teacher Component 3b 🔼

Component	Ineffective	Partially Effective	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 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 | Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

Critical Attributes:
Group Setting
1. The teacher does not ask questions to engage students or monitor understanding.
2. Teacher does not provide the opportunity for any students to ask questions or contribute to discussion.
3. Teacher provides answers to questions rather than waiting for students to respond.
4. The teacher does not ask any students to explain their thinking following an incorrect response.
5. The teacher provides no prompting to assist students in answering questions.
6. Teacher does not incorporate the use of student's mode of communication in questioning/discussion activities.

Individual Setting
1. Teacher asks questions which are irrelevant to the goal of the lesson.
2. The teacher's pace of questioning is inappropriate and/or ineffective.
3. The teacher provides no prompting to promote student responses.
4. Teacher does not address incorrect student responses.
5. Teacher does not incorporate the use of student's mode of communication in questioning/discussion activities. | Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.

Critical Attributes:
Group Setting
1. Teacher asks minimal amount of questions and/or questions asked are not developmentally appropriate.
2. Teacher only provides the opportunity for some students to ask questions or contribute to discussion.
3. The teacher does not provide sufficient wait time and/or answers for the students rather than allowing adequate processing time.
4. The teacher provides minimal corrective feedback.
5. The teacher inconsistently provides prompts and/or the prompts provided are inappropriate.
6. Teacher inconsistently incorporates use of student's mode of communication in questioning/discussion activities.

Individual Setting
1. The teacher asks some questions which are irrelevant to the goal of the lesson.
2. The teacher's pace of questioning is inconsistent, resulting in idle time and/or uneven results.
3. The teacher's level of prompting is inappropriate and/or ineffective.
4. The teacher inconsistently addresses incorrect student responses.
5. Teacher inconsistently incorporates use of student's mode of communication in questioning/discussion activities. | While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Critical Attributes:
Group Setting
1. The teacher asks developmentally appropriate questions to further understanding.
2. The teacher fosters a learning environment in which all students are encouraged to participate in classroom discussion.
3. The teacher makes effective use of wait time.
4. The teacher provides consistent corrective feedback by adequately addressing incorrect student responses.
5. Teacher provides a variety of appropriate prompts to assist students in answering questions.
6. Teacher consistently incorporates use of student's mode of communication in questioning/ discussion activities.

Individual Setting
1. All questions asked are relevant to the goal of the lesson.
2. Teacher employs appropriate pace of questioning resulting in no loss of instructional time.
3. The teacher's level of prompting is appropriate and effective.
4. The teacher consistently addresses incorrect student responses.
5. Teacher consistently incorporates use of student's mode of communication in questioning/discussion activities. | 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 and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Critical Attributes:
Group Setting
1. The teacher varies the level of questioning based on individual students.
2. The teacher builds on and uses student responses to questioning in order to deepen student understanding.
3. The teacher employs strategic questioning to encourage individual students to extend and enrich discussions.
4. Teacher differentiates use of student's mode of communication in questioning/ discussion activities and/or provides opportunities for students to initiate and/or personalize the use of their mode of communication for questioning and discussion.

Individual Setting
1. The teacher asks questions which extend beyond the original goal of the lesson, guiding the student toward generalization of targeted skills.
2. The teacher consistently addresses incorrect student responses and provides further instruction to improve individual student understanding.
3. Teacher differentiates use of student's mode of communication in questioning/ discussion activities and/or provides opportunities for students to initiate and/or personalize the use of their mode of communication for questioning and discussion. |
| --- | --- | --- | --- | --- |

Enter Notes and Evidence

Rubric Score: 0/0

Component	Insufficient Evidence
N/A	
	Enter Notes and Evidence

3b Critical Attributes - Group Setting

☐ Ineffective - The teacher does not ask questions to engage students or monitor understanding.

☐ Ineffective - Teacher does not provide the opportunity for any students to ask questions or contribute to discussion.

☐ Ineffective - Teacher provides answers to questions rather than waiting for students to respond.

☐ Ineffective - The teacher does not ask any students to explain their thinking following an incorrect response.

☐ Ineffective - The teacher provides no prompting to assist students in answering questions.

☐ Ineffective - Teacher does not incorporate the use of student`s mode of communication in questioning/discussion activities.

☐ Partially Effective - Teacher asks minimal amount of questions and/or questions asked are not developmentally appropriate.

☐ Partially Effective - Teacher only provides the opportunity for some students to ask questions or contribute to discussion.

☐ Partially Effective - The teacher does not provide sufficient wait time and/or answers for the students rather than allowing adequate process time.

☐ Partially Effective - The teacher provides minimal corrective feedback.

☐ Partially Effective - The teacher inconsistently provides prompts and/or the prompts provided are inappropriate.

☐ Partially Effective - Teacher inconsistently incorporates use of student`s mode of communication in questioning/discussion activities.

☐ Effective - The teacher asks developmentally appropriate questions to further understanding.

☐ Effective - The teacher fosters a learning environment in which all students are encouraged to participate in classroom discussion.

☐ Effective - The teacher makes effective use of wait time.

☐ Effective - The teacher provides consistent corrective feedback by adequately addressing incorrect student responses.

☐ Effective - Teacher provides a variety of appropriate prompts to assist students in answering questions.

☐ Effective - Teacher consistently incorporates use of student`s mode of communication in questioning/ discussion activities.

☐ Highly Effective - The teacher varies the level of questioning based on individual students.

☐ Highly Effective - The teacher builds on and uses student responses to questioning in order to deepen student understanding.

☐ Highly Effective - The teacher employs strategic questioning to encourage individual students to extend and enrich discussions.

☐ Highly Effective - Teacher differentiates use of student`s mode of communication in questioning/ discussion activities and/or provides opportunities for students to initiate and/or personalize the use of their mode of communication for questioning and discussion.

3b Critical Attributes - Individual Setting

☐ Ineffective - Teacher asks questions which are irrelevant to the goal of the lesson.

☐ Ineffective - The teacher`s pace of questioning is inappropriate and/or ineffective.

☐ Ineffective - The teacher provides no prompting to promote student responses.

☐ Ineffective - Teacher does not address incorrect student responses.

☐ Ineffective - Teacher does not incorporate the use of student`s mode of communication in questioning/discussion activities.

☐ Partially Effective - The teacher asks some questions which are irrelevant to the goal of the lesson.

☐ Partially Effective - The teacher`s pace of questioning is inconsistent, resulting in idle time and/or uneven results.

☐ Partially Effective - The teacher`s level of prompting is inappropriate and/or ineffective.

☐ Partially Effective - The teacher inconsistently addresses incorrect student responses.

☐ Partially Effective - Teacher inconsistently incorporates use of student`s mode of communication in questioning/discussion activities.

☐ Effective - All questions asked are relevant to the goal of the lesson.

☐ Effective - Teacher employs appropriate pace of questioning resulting in no loss of instructional time.

☐ Effective - The teacher`s level of prompting is appropriate and effective.

☐ Effective - The teacher consistently addresses incorrect student responses.

☐ Effective - Teacher consistently incorporates use of student`s mode of communication in questioning/discussion activities.

☐ Highly Effective - The teacher asks questions which extend beyond the original goal of the lesson, guiding the student toward generalization targeted skills.

☐ Highly Effective - The teacher consistently addresses incorrect student responses and provides further instruction to improve individual student understanding.

☐ Highly Effective - Teacher differentiates use of student`s mode of communication in questioning/ discussion activities and/or provides opportunities for students to initiate and/or personalize the use of their mode of communication for questioning and discussion.

Teacher Component 3c

Component	Ineffective	Partially Effective	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 and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested. **Critical Attributes:** 1. Teacher makes no attempt to engage students in the lesson. 2. The learning environment is teacher-centered with little or no attempt for student engagement. 3. The materials and resources are unsuitable to the lesson objectives. 4. The lesson drags or is rushed. 5. Only one type of instructional group is used (when inappropriate) with no differentiation, and no modifications.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. **Critical Attributes:** 1. Teacher is inconsistent with engaging students in the lesson. 2. The learning environment is passive and the teacher inconsistently encourages students to convey their responses. 3. The materials and resources are partially aligned to the lesson objectives and are somewhat engaging. 4. The pacing of the lesson is uneven- suitable in parts but rushed or dragging in others. 5. The instructional groupings are partially appropriate to the activities and learning objectives.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. **Critical Attributes:** 1. Teacher consistently engages most students in the lesson. 2. Teacher creates an environment for active learning and encourages students to convey their responses. As needed, the teacher models and/or prompts and provides consistent opportunities for higher-level thinking and responses. 3. Materials and resources support the learning goals and requires intellectual engagement, as appropriate. 4. The pacing of the lesson provides students the time needed to be intellectually engaged. 5. 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 suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another. **Critical Attributes:** 1. Teacher engages virtually all students in the lesson. 2. Teacher creates an environment where each student can engage in active learning with higher-level thinking and expects students to convey their responses. 3. As needed, the teacher models and/or prompts higher level thoughts and responses and provides individual students consistent opportunities for higher-level thinking and responses. 4. The lesson is differentiated to make the learning task more meaningful or relevant to individual student needs. 5. Teacher provides each student with the opportunity for reflection and closure on the lesson.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 3c N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

3c Critical Attributes

☐ Ineffective - Teacher makes no attempt to engage students in the lesson.

☐ Ineffective - The learning environment is teacher-centered with little or no attempt for student engagement.

☐ Ineffective - The materials and resources are unsuitable to the lesson objectives.

☐ Ineffective - The lesson drags or is rushed.

☐ Ineffective - Only one type of instructional group is used (when inappropriate) with no differentiation, and no modifications.

☐ Partially Effective - Teacher is inconsistent with engaging students in the lesson.

☐ Partially Effective - The learning environment is passive and the teacher inconsistently encourages students to convey their responses.

☐ Partially Effective - The materials and resources are partially aligned to the lesson objectives and are somewhat engaging.

☐ Partially Effective - The pacing of the lesson is uneven- suitable in parts but rushed or dragging in others.

☐ Partially Effective - The instructional groupings are partially appropriate to the activities and learning objectives.

☐ Effective - Teacher consistently engages most students in the lesson.

☐ Effective - Teacher creates an environment for active learning and encourages students to convey their responses. As needed, the teacher models and/or prompts and provides consistent opportunities for higher-level thinking and responses.

☐ Effective - Materials and resources support the learning goals and requires intellectual engagement, as appropriate.

☐ Effective - The pacing of the lesson provides students the time needed to be intellectually engaged.

☐ Effective - The teacher uses groupings that are suitable to the lesson activities.

☐ Highly Effective - Teacher engages virtually all students in the lesson.

☐ Highly Effective - Teacher creates an environment where each student can engage in active learning with higher-level thinking and expects students to convey their responses.

☐ Highly Effective - As needed, the teacher models and/or prompts higher level thoughts and responses and provides individual students consistent opportunities for higher-level thinking and responses.

☐ Highly Effective - The lesson is differentiated to make the learning task more meaningful or relevant to individual student needs.

☐ Highly Effective - Teacher provides each student with the opportunity for reflection and closure on the lesson.

Teacher Component 3d

Component	Ineffective	Partially Effective	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 | There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.

Critical Attributes:
1. The teacher gives no indication of the expectations or criteria for age/developmentally appropriate work or output.
2. The teacher makes no effort to determine whether students understand the lesson.
3. Teacher does not provide formative feedback or feedback is global, and/or directed at only one student.
4. The teacher does not ask students to evaluate and/or reflect on their work. | Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/ prompts/ assessments are rarely used to diagnose evidence of learning.

Critical Attributes:
1. The teacher gives some indication of the expectations or criteria for age/developmentally appropriate work or output.
2. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.
3. Feedback to students is not uniformly specific, not oriented towards future improvement and/or students' understanding of their work.
4. The teacher makes only minor attempts to engage students in reflecting on their work. | Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/ prompts/ assessments are used to diagnose evidence of learning.

Critical Attributes:
1. Teacher provides clear expectations and/or criteria for age/developmentally appropriate work or output.
2. The teacher uses multiple methods to elicit evidence of student understanding at the group and class levels during the lesson.
3. The teacher makes purposeful attempts to engage students in reflecting on their work.
4. Feedback is specific and timely for groups and individual 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. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/ prompts/ assessments are used regularly to diagnose evidence of learning by individual students.

Critical Attributes:
1. Teacher provides clear and differentiated expectations and criteria, at the individual level, and/or solicits input from students for criteria and expectations.
2. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class and individuals through the use of multiple methods.
3. The teacher consistently engages individual students in reflecting on their work.
4. High quality, specific, feedback to individuals comes from many sources, including students. |
|---|---|---|---|---|

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 3d N/A 🔼

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

3d Critical Attributes

☐ Ineffective - The teacher gives no indication of the expectations or criteria for age/developmentally appropriate work or output.

☐ Ineffective - The teacher makes no effort to determine whether students understand the lesson.

☐ Ineffective - Teacher does not provide formative feedback or feedback is global, and/or directed at only one student.

☐ Ineffective - The teacher does not ask students to evaluate and/or reflect on their work.

☐ Partially Effective - The teacher gives some indication of the expectations or criteria for age/developmentally appropriate work or output.

☐ Partially Effective - Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all student

☐ Partially Effective - Feedback to students is not uniformly specific, not oriented towards future improvement and/or students` understanding their work.

☐ Partially Effective - The teacher makes only minor attempts to engage students in reflecting on their work.

☐ Effective - Teacher provides clear expectations and/or criteria for age/developmentally appropriate work or output.

☐ Effective - The teacher uses multiple methods to elicit evidence of student understanding at the group and class levels during the lesson.

☐ Effective - The teacher makes purposeful attempts to engage students in reflecting on their work.

☐ Effective - Feedback is specific and timely for groups and individual students.

Teacher Component 3e

Component	Ineffective	Partially Effective	Effective	Highly Effective
3e. Demonstrating Flexibility and Responsive **Indicators:** 1. Incorporation of students' 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	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. **Critical Attributes:** 1. Teacher ignores indications of student boredom, distress, upsetment, behavior, or lack of understanding. 2. Teacher is unaware or ignores indications of student questions and/or concerns. 3. The teacher conveys to students that when they have difficulty learning, it is their fault. 4. Teacher makes no attempt to incorporate student interests or needs into the lesson. 5. The teachers makes no attempt to adjust the lesson based on evidence of student lack of understanding or engagement.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. **Critical Attributes:** 1. Teacher's efforts to modify the lesson are only partially successful. 2. Teacher makes perfunctory attempts to incorporate student questions, interests, and/or needs into the lesson. 3. The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. **Critical Attributes:** 1. Teacher successfully makes an appropriate modification to the lesson for individuals or groups of students. 2. Teacher incorporates the interests, questions, and/or needs of individuals and groups of students into the heart of the lesson. 3. The teacher uses multiple and differentiated approaches when students exhibit difficulty and/or maladaptive behaviors.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. **Critical Attributes:** 1. Teacher anticipates student difficulty and successfully executes a major lesson readjustment. 2. Teacher seizes on a teachable moment to enhance a lesson for individual students. 3. In reflecting on practice, the teacher can cite others in the school and beyond whom he/she has contacted for assistance in reaching some students. 4. The teacher uses multiple and differentiated evidence-based approaches for individual students when they exhibit difficulty and/or maladaptive behaviors.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 3e N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

3e Critical Attributes

☐ Partially Effective - The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.

☐ Effective - Teacher successfully makes an appropriate modification to the lesson for individuals or groups of students.

☐ Effective - Teacher incorporates the interests, questions, and/or needs of individuals and groups of students into the heart of the lesson.

☐ Effective - The teacher uses multiple and differentiated approaches when students exhibit difficulty and/or maladaptive behaviors.

☐ Highly Effective - Teacher anticipates student difficulty and successfully executes a major lesson readjustment.

☐ Highly Effective - Teacher seizes on a teachable moment to enhance a lesson for individual students.

☐ Highly Effective - In reflecting on practice, the teacher can cite others in the school and beyond whom he/she has contacted for assistance i reaching some students.

☐ Highly Effective - The teacher uses multiple and differentiated evidence-based approaches for individual students when they exhibit difficulty and/or maladaptive behaviors.

Domain 4: Professional Responsibilities

FfT 2013 HEPI - Component 4a

Component	Ineffective	Partially Effective	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.

<u>Enter Notes</u>

Rubric Score: 0/0

FfT 2013 - 4a N/A

Component	Insufficient Evidence
N/A	

<u>Enter Notes</u>

FfT 2013 - 4a Critical Attributes

☐ Ineffective - The teacher considers the lesson but draws incorrect conclusions about its effectiveness.

☐ Ineffective - The teacher makes no suggestions for improvement.

☐ Partially Effective - The teacher has a general sense of whether or not instructional practices were effective.

☐ Partially Effective - The teacher offers general modifications for future instruction.

☐ Effective - The teacher accurately assesses the effectiveness of instructional activities used.

☐ Effective - The teacher identifies specific ways in which a lesson might be improved.

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

☐ Highly Effective - The teacher's suggestions for improvement draw on an extensive repertoire.

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

I certify that I have reviewed this evaluation and it has been discussed with me. I understand that I have digital access to a copy of this evaluation, and that my acknowledgement does not necessarily indicate agreement, but acknowledgement I have reviewed the observation summary report, and that I may respond to any and all information contained in this evaluation in the space provided below.

Clicking the Acknowledgement Button is equivalent to an electronic signature.

A signature represents that you received and read the observation form.