

Form D: Domains 1, 2 & 3 Rubric [Announced Observations]

Name:
 Class:
 School:
 Date of Observation:

Administrator:
 Title:

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>1a: Demonstrating knowledge of content and pedagogy -content and structure of the discipline -prerequisite relationships -content related pedagogy</p>	<p><input type="checkbox"/> In planning and practice, teacher makes content errors or does not correct error.</p> <p><input type="checkbox"/> Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.</p> <p><input type="checkbox"/> Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p><input type="checkbox"/> Teacher is familiar with the important concept of the discipline, but may display lack of awareness of how these concepts relate to one another.</p> <p><input type="checkbox"/> Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p><input type="checkbox"/> Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to students.</p>	<p><input type="checkbox"/> Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p><input type="checkbox"/> Teacher's plans and practice reflect accurate understanding of the prerequisite relationships among topics and concepts.</p> <p><input type="checkbox"/> Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p><input type="checkbox"/> Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<p>Evidence:</p>				
<p>1b: Demonstrating knowledge of students -child & adolescent development -the learning process -skills, knowledge, and language proficiency -interest & cultural heritage -special needs</p>	<p><input type="checkbox"/> Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p><input type="checkbox"/> Teacher indicates the importance of understanding how students learn, and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p><input type="checkbox"/> Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p><input type="checkbox"/> The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p><input type="checkbox"/> The teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.</p> <p><input type="checkbox"/> This information is acquired for individual students.</p>
<p>Evidence:</p>				

<p>1c: Setting Instructional Outcomes <i>-Value, sequence, and alignment</i> <i>-Clarity</i> <i>-Balance</i> <i>-Suitability for diverse students</i></p>	<p><input type="checkbox"/> Outcomes represent low expectations for students and lack rigor, nor do they all reflect important learning in the discipline.</p> <p><input type="checkbox"/> Outcomes are stated as activities, rather than as student learning.</p> <p><input type="checkbox"/> Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p>	<p><input type="checkbox"/> Outcomes represent moderately high expectations and rigor.</p> <p><input type="checkbox"/> Some reflect important learning in the discipline, and consist of a combination of outcomes and activities.</p> <p><input type="checkbox"/> Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p><input type="checkbox"/> Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p><input type="checkbox"/> Most outcomes represent rigorous and important learning in the discipline.</p> <p><input type="checkbox"/> All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment.</p> <p><input type="checkbox"/> Outcomes reflect several different types of learning and opportunities for coordination.</p> <p><input type="checkbox"/> Outcomes take into account the varying needs of groups of students.</p>	<p><input type="checkbox"/> All outcomes represent rigorous and important learning in the discipline.</p> <p><input type="checkbox"/> The outcomes are clear, written in the form of student learning, and permit viable methods of assessment.</p> <p><input type="checkbox"/> Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p><input type="checkbox"/> Outcomes take into account the varying needs of individual students.</p>
<p>Evidence:</p>				
<p>1d: Demonstrating Knowledge of Resources <i>-For classroom use</i> <i>-To extend content knowledge and pedagogy</i> <i>-For students</i></p>	<p><input type="checkbox"/> Teacher is unaware of resources for classroom use, for expanding one's own knowledge, and for students available through the school or district.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>
<p>Evidence:</p>				
<p>1e: Designing Coherent Instruction <i>-Learning activities</i> <i>-Instructional materials and resources</i> <i>-Instructional groups</i> <i>-Lesson and unit structure</i></p>	<p><input type="checkbox"/> The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p><input type="checkbox"/> The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p><input type="checkbox"/> Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Instructional groups partially support the instructional outcomes with at effort at providing some variety.</p> <p><input type="checkbox"/> The lesson or unit has a recognizable structure: the progression of activities is uneven with most time allocations reasonable.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> The learning activities have reasonable time allocations; they represent significant cognitive challenge with some differentiation for different groups of students.</p> <p><input type="checkbox"/> The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice.</p> <p><input type="checkbox"/> The lesson or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
<p>Evidence:</p>				

<p>1f: Assessing student Learning <i>-Congruence with instructional outcomes</i> <i>-Criteria and standards</i> <i>-Design of formative assessments</i> <i>Use for planning</i></p>	<p><input type="checkbox"/> Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p><input type="checkbox"/> Teacher has no plans to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p><input type="checkbox"/> Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p><input type="checkbox"/> Assessment criteria and standards have been developed, but they are not clear.</p> <p><input type="checkbox"/> Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p><input type="checkbox"/> Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p><input type="checkbox"/> Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p><input type="checkbox"/> Assessment criteria and standards are clear.</p> <p><input type="checkbox"/> Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p><input type="checkbox"/> Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Assessment methodologies have been adapted for individual students, as needed.</p> <p><input type="checkbox"/> The approach to using formative assessment is well-designed and includes student as well as teacher use of the assessment information.</p> <p><input type="checkbox"/> Teacher intends to use assessment results to plan for future instruction for individual students.</p>
<p>Evidence:</p>				

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>2a: Creating an environment of respect and rapport <i>-Teacher interactions with students, including both words and actions</i> <i>-Student interactions with other students, including both words and actions</i></p>	<input type="checkbox"/> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and development levels. <input type="checkbox"/> Interactions are characterized by sarcasm, putdowns, or conflict. <input type="checkbox"/> Teacher does not deal with disrespectful behavior.	<input type="checkbox"/> 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. <input type="checkbox"/> Students rarely demonstrate disrespect for one another. <input type="checkbox"/> Teacher attempts to respond to disrespectful behavior, with uneven results. <input type="checkbox"/> The net result of the interactions is neutral, conveying neither warmth nor conflict.	<input type="checkbox"/> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. <input type="checkbox"/> Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. <input type="checkbox"/> Teacher responds successfully to disrespectful behavior among students. <input type="checkbox"/> The net result of the interactions is polite and respectful, but impersonal.	<input type="checkbox"/> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity, to students as individuals. <input type="checkbox"/> Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. <input type="checkbox"/> The net result of interactions is that of connections with students as individuals.
Evidence:				
<p>2b: Establishing a culture for learning <i>-Importance of the content and of learning</i> <i>-Expectations for learning and achievement</i> <i>-Student pride in work</i></p>	<input type="checkbox"/> The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. <input type="checkbox"/> Hard work is not expected or valued. <input type="checkbox"/> Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	<input type="checkbox"/> The classroom culture is characterized by little commitment to learning by teacher or students. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	<input type="checkbox"/> The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. <input type="checkbox"/> The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. <input type="checkbox"/> Classroom interactions support learning and hard work.	<input type="checkbox"/> The classroom culture is a cognitively vibrant place characterized by a shared belief in the importance of learning. <input type="checkbox"/> 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.
Evidence:				
<p>2c: Managing classroom procedures <i>-Management of instructional groups</i> <i>-Management of transitions</i> <i>-Management of materials and supplies</i> <i>-Performance of non-instructional duties</i></p>	<input type="checkbox"/> Much instructional time is lost due to inefficient classroom routines and procedures. <input type="checkbox"/> There is little or no evidence of the teacher managing instructional groups, transitions, and/or handling of materials and supplies effectively. <input type="checkbox"/> There is little evidence that students know or follow established routines.	<input type="checkbox"/> Some instructional time is lost due to only partially effective classroom routines and procedures. <input type="checkbox"/> The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. <input type="checkbox"/> With regular guidance and prompting, students follow established routines.	<input type="checkbox"/> There is little loss of instructional time due to effective classroom routines and procedures. <input type="checkbox"/> The teacher's management of instructional groups, and/or the handling of materials and supplies are consistently successful. <input type="checkbox"/> With minimal guidance and prompting, students follow established classroom routines.	<input type="checkbox"/> Instructional time is maximized due to efficient classroom routines and procedures. <input type="checkbox"/> Students contribute to the management of instructional groups, transitions, and/or handling of materials and supplies. <input type="checkbox"/> Routines are well understood and may be initiated by students.
Evidence:				

<p>2d: Managing student behavior <i>-Expectations</i> <i>-Monitoring of student behavior</i> <i>-Response to student misbehavior</i></p>	<p><input type="checkbox"/> There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p><input type="checkbox"/> Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p><input type="checkbox"/> Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p><input type="checkbox"/> Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p><input type="checkbox"/> There is inconsistent implementation of the standards of conduct.</p>	<p><input type="checkbox"/> Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct.</p> <p><input type="checkbox"/> Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p>	<p><input type="checkbox"/> Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p><input type="checkbox"/> Teacher's monitoring of student behavior is subtle and preventive.</p> <p><input type="checkbox"/> Teacher's response to student misbehavior is sensitive to individual student needs and respects students.</p>
<p>Evidence:</p>				
<p>2e: Organizing physical space <i>-Safety and accessibility</i> <i>-Arrangement of furniture and use of physical resources</i></p>	<p><input type="checkbox"/> The physical environment is unsafe, or many students don't have access to learning.</p> <p><input type="checkbox"/> There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities</p>	<p><input type="checkbox"/> The classroom is safe and essential learning is accessible to most students.</p> <p><input type="checkbox"/> The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p><input type="checkbox"/> Teacher may attempt to modify the physical arrangement to suit learning activities with partial success.</p>	<p><input type="checkbox"/> The classroom is safe and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p><input type="checkbox"/> Teacher makes effective use of physical resources, including computer technology.</p>	<p><input type="checkbox"/> The classroom is safe and learning is accessible to all students including those with special needs.</p> <p><input type="checkbox"/> Teacher makes effective use of physical resources, including computer technology.</p> <p><input type="checkbox"/> The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p><input type="checkbox"/> Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<p>Evidence:</p>				

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3a: Communicating with Students <i>-Expectations for learning</i> <i>-Directions for activities</i> <i>-Explanations of content</i> <i>-Use of oral and written language</i></p>	<p><input type="checkbox"/> The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing.</p> <p><input type="checkbox"/> Teacher's explanation of the content contains major errors.</p> <p><input type="checkbox"/> The teacher's spoken or written language contains errors of grammar or syntax.</p> <p><input type="checkbox"/> Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p><input type="checkbox"/> Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p><input type="checkbox"/> Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p><input type="checkbox"/> Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p><input type="checkbox"/> Teacher's spoken language is correct, however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p><input type="checkbox"/> During the explanation of content, the teacher invites student intellectual engagement.</p> <p><input type="checkbox"/> Teacher's spoken and written language is clear and correct.</p> <p><input type="checkbox"/> Vocabulary is appropriate to the students' ages and interests.</p>	<p><input type="checkbox"/> The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p><input type="checkbox"/> Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p><input type="checkbox"/> Students contribute to extending the content and in explaining concepts to their classmates.</p> <p><input type="checkbox"/> Teacher's spoken and written language is expressive and the teacher finds opportunities to extend students' vocabularies.</p>
Evidence:				
<p>3b: Using questioning and discussion techniques <i>-Quality of questions/prompts</i> <i>-Discussion techniques</i> <i>-Student participation</i></p>	<p><input type="checkbox"/> Teacher's questions are of low cognitive challenge; single correct responses are asked in rapid succession.</p> <p><input type="checkbox"/> Interaction between teacher and students is predominately recitation style, with the teacher mediating all questions and answers.</p> <p><input type="checkbox"/> A few students dominate the discussion.</p>	<p><input type="checkbox"/> Teacher's questions leads students through a single path of inquiry, with answers seemingly determined in advance.</p> <p><input type="checkbox"/> Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p><input type="checkbox"/> Teacher attempts to engage all students in the discussion and to encourage them to respond to one another with uneven results.</p>	<p><input type="checkbox"/> While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding.</p> <p><input type="checkbox"/> Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.</p> <p><input type="checkbox"/> Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p><input type="checkbox"/> Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.</p> <p><input type="checkbox"/> Students formulate many questions, initiate topics and make unsolicited contributions.</p> <p><input type="checkbox"/> Students themselves ensure that all voices are heard in the discussion.</p>
Evidence:				
<p>3c: Engaging students in learning <i>-Activities and assignments</i> <i>-Grouping of students</i> <i>-Instructional materials and resources</i> <i>-Structure and pacing</i></p>	<p><input type="checkbox"/> The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p><input type="checkbox"/> The pace of the lesson is too slow or rushed.</p> <p><input type="checkbox"/> Few students are intellectually engaged or interested.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> In addition, there is evidence of some student initiation of inquiry, and student contributions to the explanation of important content.</p> <p><input type="checkbox"/> The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p><input type="checkbox"/> Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
Evidence:				

<p>3d: Using Assessment for Instruction <i>-Assessment criteria</i> <i>-Monitoring of student learning</i> <i>-Feedback got students</i> <i>-Student self-assessment and monitoring of progress</i></p>	<p><input type="checkbox"/> There is little or no assessment or monitoring of student learning, feedback is absent, or of poor quality.</p> <p><input type="checkbox"/> Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p><input type="checkbox"/> Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p><input type="checkbox"/> Questions/prompts/assessments are used to diagnose evidence of learning.</p>	<p><input type="checkbox"/> Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p><input type="checkbox"/> Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p><input type="checkbox"/> Students self-assess and monitor their progress.</p> <p><input type="checkbox"/> A variety of feedback from both the teacher and peers, is accurate, specific, and advances learning.</p> <p><input type="checkbox"/> Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>
<p>Evidence:</p>				
<p>3e: Demonstrating flexibility and responsiveness <i>-Lesson adjustment</i> <i>-Response to students</i> <i>-Persistence</i></p>	<p><input type="checkbox"/> Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest.</p> <p><input type="checkbox"/> Teacher ignores student questions, when students experience difficulty, the teacher blames the students or their home environment.</p>	<p><input type="checkbox"/> Teacher attempts to modify the lesson when needed and to respond to student questions and interests with moderate success.</p> <p><input type="checkbox"/> Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p><input type="checkbox"/> Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p> <p><input type="checkbox"/> The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>
<p>Evidence:</p>				

Observation began at:

Observation ended at:

Staff Member Comments:

Administrator Signature

Staff Member Signature

Date

Date

Conference held on: _____

Attendance this school year as of: _____ (date)

_____personal sick

_____family sick

_____personal

_____leave w/out pay

Staff Member Status:

_____tenured

_____probationary

_____leave replacement

_____other