

DOMAIN 1: DEMONSTRATING KNOWLEDGE OF CONTENT & PEDAGOGY

ELEMENT	LEVEL OF PERFORMANCE			
Domain 1a: Demonstrating Knowledge of Content &	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a.1 Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students. <input type="checkbox"/>	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. <input type="checkbox"/>	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. <input checked="" 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. <input type="checkbox"/>
1a.2 Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the concepts. <input type="checkbox"/>	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. <input type="checkbox"/>	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. <input checked="" type="checkbox"/>	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structure by students to ensure understanding. <input type="checkbox"/>
1a.3 Knowledge of Content Related Pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student understanding of the content. <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 the students. <input type="checkbox"/>	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. <input checked="" type="checkbox"/>	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. <input type="checkbox"/>
Score: 3.00				
Comments:				
Domain 1b: Demonstrating Knowledge of Students				

1b.1 Knowledge of child & adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group. <input type="checkbox"/>	Teacher displays partial knowledge of the developmental characteristics of the age group. <input type="checkbox"/>	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. <input checked="" type="checkbox"/>	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. <input type="checkbox"/>
1b.2 Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information. <input type="checkbox"/>	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. <input type="checkbox"/>	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. <input checked="" type="checkbox"/>	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. <input type="checkbox"/>
1b.3 Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. <input type="checkbox"/>	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. <input checked="" type="checkbox"/>	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. <input type="checkbox"/>	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. <input type="checkbox"/>
1b.4 Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. <input type="checkbox"/>	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. <input type="checkbox"/>	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. <input type="checkbox"/>	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. <input type="checkbox"/>
1b.5 Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important. <input type="checkbox"/>	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. <input type="checkbox"/>	Teacher is aware of students' special learning and medical needs. <input type="checkbox"/>	Teacher possesses information about each students' learning and medical needs, collecting such information from a variety of sources. <input type="checkbox"/>

Score: 2.67

Comments: There is little to no mention of small group or individualized instruction.

1c: Setting Instructional Outcomes				
1c.1 Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. <input type="checkbox"/>	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. <input type="checkbox"/>	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. <input checked="" type="checkbox"/>	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. <input type="checkbox"/>
1c.2 Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. <input type="checkbox"/>	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. <input type="checkbox"/>	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. <input checked="" type="checkbox"/>	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. <input type="checkbox"/>
1c.3 Balance	Outcomes reflect only one type of learning and only one discipline or strand. <input type="checkbox"/>	Outcomes reflect several types of learning, but teacher has made not attempt at coordination or integration. <input type="checkbox"/>	Outcomes reflect several different types of learning and opportunities for coordination. <input checked="" type="checkbox"/>	Where appropriate outcomes reflect several different types of learning and opportunities for both coordination and integration. <input type="checkbox"/>
1c.4 Suitability for Diverse Learners	Outcomes are not suitable for the class or are not based on any assessment of student needs. <input type="checkbox"/>	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. <input type="checkbox"/>	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. <input checked="" type="checkbox"/>	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. <input type="checkbox"/>

Score: 3.00

Comments: Some assessments mentioned, but many lack detail.

1d. Demonstrating Knowledge of Resources				
Id.1 Resources for Classroom Use	Teacher is unaware of resources for classroom use available through the school or districts. <input type="checkbox"/>	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. <input type="checkbox"/>	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the internet. <input checked="" type="checkbox"/>	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities and on the internet. <input type="checkbox"/>
Id. 2 Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. <input type="checkbox"/>	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. <input type="checkbox"/>	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school on the Internet. <input checked="" type="checkbox"/>	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the internet. <input type="checkbox"/>
Id.3 Resources for Students	Teacher is unaware of resources for students available through the school. <input type="checkbox"/>	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. <input type="checkbox"/>	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet. <input checked="" type="checkbox"/>	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet. <input type="checkbox"/>

Score: 3.00

Comments: Technology integration is evident throughout the lesson plans.

1e. Designing Cohesive Instruction

1e.1 Learning Activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. <input type="checkbox"/>	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge but with no differentiation for different students. <input checked="" type="checkbox"/>	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. <input type="checkbox"/>	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. <input type="checkbox"/>
1e.2 Instructional Materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. <input type="checkbox"/>	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. <input type="checkbox"/>	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. <input checked="" type="checkbox"/>	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. <input type="checkbox"/>
1e.3 Instructional Groups	Instructional groups do not support the instructional outcomes and offer no variety. <input type="checkbox"/>	Instructional groups partially support the instructional outcomes, with an effort at providing some variety. <input checked="" type="checkbox"/>	Instructional groups are varied as appropriate to the students and the different instructional outcomes. <input type="checkbox"/>	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. <input type="checkbox"/>
1e.4 Lesson & Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. <input type="checkbox"/>	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. <input checked="" type="checkbox"/>	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. <input type="checkbox"/>	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. <input type="checkbox"/>

Score: 2.25

Comments: The cycle of instruction is not present.

Average Score: 2.78

Rating: Minimally Effective

Teacher: Jean Quagliotto

Grade/Subject: 5th Grade

Observer: L. Ramirez

DOMAIN 2: THE CLASSROOM ENVIRONMENT

ELEMENT	LEVEL OF PERFORMANCE			
Domain 2a: Creating and Environment of Respect and Rapport	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2a.1 Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. <input type="checkbox"/>	Teacher student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. <input type="checkbox"/>	Teacher student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. <input checked="" type="checkbox"/>	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. <input type="checkbox"/>
2a.2 Student interactions with other students	Students interactions are characterized by conflict, sarcasm, or put-downs. <input type="checkbox"/>	Students do not demonstrate disrespect for one another. <input type="checkbox"/>	Student interactions are generally polite and respectful. <input type="checkbox"/>	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. <input checked="" type="checkbox"/>
<p>Score: 3.5</p> <p>Comments:</p>				
Domain 2b: Establishing a Culture for Learning				
2b.1 Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. <input type="checkbox"/>	Teacher communicates importance of the work, but with little conviction and only minimal apparent buy-in by the students. <input type="checkbox"/>	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. <input type="checkbox"/>	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. <input checked="" type="checkbox"/>

2b.2 Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. <input type="checkbox"/>	Instructional outcomes, activities, and assignments, and classroom interactions convey only modest expectations for student learning and achievement. <input type="checkbox"/>	Instructional outcomes, activities, and assignments, and classroom interactions convey high expectations for most students. <input checked="" type="checkbox"/>	Instructional outcomes, activities, and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. <input type="checkbox"/>
2b.3 Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. <input type="checkbox"/>	Students minimally accept the responsibility to do good work but invest little of their energy into its quality. <input type="checkbox"/>	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work. <input checked="" type="checkbox"/>	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. <input type="checkbox"/>
<p>Score: 3.3</p> <p>Comments: (2b.1) Students ask questions for clarity.</p>				
3c. Managing Classroom Procedures				
2c.1 Management of instructional groups <i>(Not observed)</i>	Students not working with the teacher are not productively engaged in learning. <input type="checkbox"/>	Students in only some groups are productively engaged in learning while unsupervised by the teacher. <input type="checkbox"/>	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. <input type="checkbox"/>	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. <input type="checkbox"/>
2c.2 Management of Transitions	Transitions are chaotic, with much time lost in between activities or lesson segments. <input type="checkbox"/>	Only some transitions are efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Transitions occur smoothly, with little loss of instructional time. <input type="checkbox"/>	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. <input checked="" type="checkbox"/>

2c. 3 Management of Materials and Supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies function moderately well, but with some loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies occur smoothly, with little loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. <input checked="" type="checkbox"/>
2c. 4 Performance of Non-Instructional Duties (Not Observed)	Considerable instructional time is lost in performing noninstructional duties. <input type="checkbox"/>	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time. <input type="checkbox"/>	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation. <input type="checkbox"/>
2c. 5 Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. <input type="checkbox"/>	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. <input checked="" type="checkbox"/>	Volunteers and paraprofessionals are productively and independently engaged during the entire class. <input type="checkbox"/>	Volunteers and paraprofessionals make a substantive contribution to the classroom environment. <input type="checkbox"/>

Score: 3.3

Comments: (2c.3) Every student had materials readily available.
 (2c.5) What does paraprofessional do during instruction? Engaged in conversation with one student during the majority of the lesson.

3d. Managing Student Behavior				
2d.1 Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are. <input type="checkbox"/>	Standards of conduct appear to have been established, and most students seem to understand them. <input type="checkbox"/>	Standards of conduct are clear to all students. <input checked="" type="checkbox"/>	Standards of conduct are clear to all students and appear to have been developed with student participation. <input type="checkbox"/>

2d.2 Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing. <input type="checkbox"/>	Teachers is generally aware of student behavior but may miss the activities of some students. <input type="checkbox"/>	Teacher is alert to student behavior at all times. <input type="checkbox"/>	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. <input checked="" type="checkbox"/>
2d.3 Response to Student Behavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. <input type="checkbox"/>	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. <input type="checkbox"/>	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. <input checked="" type="checkbox"/>	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. <input type="checkbox"/>

Score: 3.3

Comments: (2d.2) Students encouraged peers to pay attention and listen to the teacher during instruction.

2e. Organizing Physical Space				
2e.1 Safety and Accessibility	The classroom is unsafe, or learning is not accessible to some students. <input type="checkbox"/>	The classroom is safe, and at least essential learning is accessible to most students. <input type="checkbox"/>	The classroom is safe, and learning is equally accessible to all students. <input checked="" type="checkbox"/>	The classroom is safe, and students themselves ensure that all learning is accessible to all students. <input type="checkbox"/>
2e.2 Arrangement of Furniture and use of Physical Space	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources. <input type="checkbox"/>	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. <input type="checkbox"/>	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. <input checked="" type="checkbox"/>	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. <input type="checkbox"/>

Score: 3

Comments:

Average Score: 3.3

Rating: Effective

Teacher: Jean Quagliotto

Grade/Subject: 5th Grade

Observer: L. Ramirez

DOMAIN 3: INSTRUCTION

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students. <input type="checkbox"/>	Teacher attempts to explain the instructional purpose, with limited success. <input type="checkbox"/>	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. <input checked="" type="checkbox"/>	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. <input type="checkbox"/>
Directions and procedures	Teacher's directions and procedures are confusing to students. <input type="checkbox"/>	Teacher's directions and procedures are clarified after initial student confusion. <input type="checkbox"/>	Teacher's directions and procedures are clear to students. <input type="checkbox"/>	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. <input type="checkbox"/>
Explanations of content	Teacher's explanation of the content is unclear or confusing. <input type="checkbox"/>	Teacher's explanation of the content is uneven, some is done skillfully, but other portions are difficult to follow. <input type="checkbox"/>	Teacher's explanation of content is appropriate and connects with students' knowledge and experience. <input checked="" type="checkbox"/>	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. <input type="checkbox"/>
Use of Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. <input type="checkbox"/>	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. <input type="checkbox"/>	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. <input type="checkbox"/>	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. <input type="checkbox"/>

Score: 3.00

Comments: (3a.3) Teacher has students rely on previous knowledge to solve problems.

Domain 3b: Using Questioning and Discussion Techniques				
3b.1 Quality of Questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. <input type="checkbox"/>	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. <input type="checkbox"/>	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. <input type="checkbox"/>	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. <input checked="" type="checkbox"/>
3b.2 Discussion Techniques	Interaction between teacher and students is predominately recitation style, with the teacher mediating all questions and answers. <input type="checkbox"/>	Teacher makes some attempt to engage students in genuine discussion rather than recitation with uneven results. <input type="checkbox"/>	Teacher creates a genuine discussion among students, stepping aside when appropriate. <input type="checkbox"/>	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. <input type="checkbox"/>
3b.3 Student Participation	A few students dominate the conversation. <input type="checkbox"/>	Teacher attempts to engage all students in the discussion, but with only limited success. <input type="checkbox"/>	Teacher successfully engages all students in the discussion. <input type="checkbox"/>	Students themselves ensure that all voices are heard in the discussion. <input type="checkbox"/>

Score: 4.00

Comments: (3b.1) Students pose several questions for clarity, and they ask "what if" questions to further understanding.

3c: Engaging Students in Learning

3c.1 Activities and Assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. <input type="checkbox"/>	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. <input type="checkbox"/>	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. <input checked="" type="checkbox"/>	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. <input type="checkbox"/>
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Grouping of Students	Instructional groups are inappropriate to the students or to the instructional outcomes. <input type="checkbox"/>	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. <input type="checkbox"/>	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. <input checked="" type="checkbox"/>	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. <input type="checkbox"/>
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. <input type="checkbox"/>	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. <input type="checkbox"/>	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. <input type="checkbox"/>	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. <input type="checkbox"/>
4. Structure and Pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. <input type="checkbox"/>	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. <input type="checkbox"/>	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. <input checked="" type="checkbox"/>	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. <input type="checkbox"/>

Score: 3.00

Comments: (3c.2) Students are grouped in a manner that would permit co-teacher/paraprofessional to work with specific students.

3d. Using Assessment in Instruction				
3d.1 Assessment Criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated. <input type="checkbox"/>	Students know some of the criteria and performance standards by which their work will be evaluated. <input type="checkbox"/>	Students are fully aware of the criteria and performance standards by which their work will be evaluated. <input type="checkbox"/>	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. <input type="checkbox"/>

3d. 2 Monitoring of Student Learning	Teacher does not monitor student learning in the curriculum. <input type="checkbox"/>	Teacher monitors the progress of the class as a whole but elicits no diagnostic information. <input type="checkbox"/>	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. <input checked="" type="checkbox"/>	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. <input type="checkbox"/>
3d. 3 Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner. <input type="checkbox"/>	Teacher's feedback to students is uneven, and its timeliness is inconsistent. <input type="checkbox"/>	Teacher's feedback to students is timely and of consistently high quality. <input checked="" type="checkbox"/>	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. <input type="checkbox"/>
3d.4 Student self assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress. <input type="checkbox"/>	Students occasionally assess the quality of their own work against the assessment criteria and performance standards. <input type="checkbox"/>	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. <input type="checkbox"/>	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information into their learning. <input type="checkbox"/>
<p>Score: 3.00</p> <p>Comments:</p>				
3e. Demonstrating Flexibility and Responsiveness				
3e.1 Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. <input type="checkbox"/>	Teacher attempts to adjust a lesson when needed, with only partially successful results. <input type="checkbox"/>	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. <input type="checkbox"/>	Teacher successfully makes a major adjustment to a lesson when needed. <input checked="" type="checkbox"/>

3e.2 Response to Students	Teacher ignores or brushes aside students' questions or interests. <input type="checkbox"/>	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. <input type="checkbox"/>	Teacher successfully accommodates students' questions or interests. <input type="checkbox"/>	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. <input type="checkbox"/>
3e.3 Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. <input type="checkbox"/>	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. <input type="checkbox"/>	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. <input type="checkbox"/>	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. <input type="checkbox"/>

Score: 4.00

Comments: (3e.1) In the absence of the Special Education teacher, teacher assembles small group of students after delivery of whole group instruction.

Average Score: 3.4

Rating: Effective

Teacher: Jean Quagliotto

Grade/Subject: 5th Grade

Observer: L. Ramirez