Teacher:	Grade Level:	
Subject or Activity:	Observation Date:	Observation Cycle: of
Time Frame: (minutes)	Evaluator: Tim Sheppard, Principal	

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)
The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.

Possible Teacher Evidence	Possible Student Evidence
• Has a learning target/goal posted so that all students can see it 1.1 • Ensures that the learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment 1.1 • Makes reference to the learning target/goal throughout the lesson 1.1 • Has a scale or rubric that relates to the learning goal posted so that all students can see it. 1.1 • Makes reference to the scale or rubric throughout the lesson 1.1 **NOTES/FEEDBACK:**	• Can explain the learning target for that day's lesson 1.1 • Can explain the relationship of the daily target to the long-term learning goal (grade-level standard) 1.1 • Can explain how their current activities relate to the learning target/goal 1.1 • Can explain the meaning of the levels of performance articulated in the scale or rubric 1.1 • Can explain how they will achieve the learning target/goal 1.1 **NOTES/FEEDBACK:**

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.2: Celebrating Success
The teacher celebrates student success relative to the learning targets and/or the learning goals.

Possible Teacher Evidence	Possible Student Evidence
• Acknowledges students who have achieved a certain score on the scale or rubric 1.2 • Acknowledges students who have made gains in their knowledge and skill relative to the learning goal 1.2 • Acknowledges and celebrates the final status and progress of the entire class 1.2 • Uses a variety of ways to celebrate success 1.2 • Show of hands 1.2 • Certification of success 1.2 • Parent notification 1.2 • Round of applause 1.2 **NOTES/FEEDBACK:**	• Show signs of pride regarding their accomplishments in the class 1.2 • Say they want to continue to make progress 1.2 • Show enthusiasm when receiving team points 1.2 **NOTES/FEEDBACK:**

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.3: Understanding Students' Interests and Backgrounds
The teacher builds positive relationships with students by understanding students' interests and background.

Possible Teacher Evidence	Possible Student Evidence
• Has side discussions with students about events in their lives 1.3 • Has discussions with students about topics in which they are interested 1.3 • Builds student interests into lessons 1.3 **NOTES/FEEDBACK:**	• Describe the teacher as someone who knows them and/or is interested in them 1.3 • Respond when teacher demonstrates understanding of their interests and background 1.3 • Say they feel accepted 1.3 • Participates willingly in team-building activities 1.3 **NOTES/FEEDBACK:**

Criterion 1: Centering instruction on high expectations for student achievement.

Component 1.4: Demonstrating Value and Respect for Typically Underserved Students
The teacher demonstrates value and respect for all, including typically underserved students.

Possible Teacher Evidence	Possible Student Evidence
• Compliments students regarding academic and personal accomplishments 1.4 • Engages in informal conversations with students that are not related to academics 1.4 • Uses humor with students when appropriate 1.4 • Makes eye contact with students 1.4 • Smiles, nods, etc. at students when appropriate 1.4	• Describe teacher as someone who values and respects them 1.4 • Respond to teachers' verbal interactions 1.4 • Respond to teachers' nonverbal interactions 1.4 • Demonstrate a strong sense of belonging 1.4 **NOTES/FEEDBACK:**

• Displays sensitivity to cultural issues 1.4 **NOTES/FEEDBACK:**	

Criterion 2: Demonstrating effective teaching practices.

Component 2.1: Interacting with New Knowledge
The teacher helps students effectively interact with new knowledge.

Possible Teacher Evidence	Possible Student Evidence
• Previews new content by activating students' prior knowledge 2.1 • Organizes content into small chunks appropriate for students 2.1 • Provides guidance as to which information is most important 2.1 • Has students interact about each chunk of content 2.1 • Asks inferential or elaborative questions 2.1 • Has students summarize content 2.1 • Has students create graphic organizers representing content 2.1 **NOTES/FEEDBACK:**	• Can describe what they already know about the new topic 2.1 • Can describe which information is the most important 2.1 • Ask clarifying questions as information is presented in chunks 2.1 • Generate inferences about the content 2.1 • Accurately summarize the content 2.1 • Accurately represent the content using graphic organizers 2.1 **NOTES/FEEDBACK:**

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.1 – The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Possible Teacher Evidence	Possible Student Evidence
• Begins the lesson by explaining why upcoming content is important 2.1.1 • Tells students to get ready for some important information 2.1.1 • Cues the importance of upcoming information in some indirect fashion 2.1.1 • Tone of voice 2.1.1 • Body position 2.1.1 • Level of excitement 2.1.1 **NOTES/FEEDBACK:**	• Can describe the level of importance of the information addressed in class 2.1.1 • Can explain why the content is important to pay attention to 2.1.1 • Visibly adjust their level of engagement 2.1.1 **NOTES/FEEDBACK:**

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.2 – The teacher organizes students into small groups to facilitate the processing of new information.

Possible Teacher Evidence	Possible Student Evidence
• Has established routines for student grouping and student interaction in groups 2.1.2 • Organizes students into ad hoc groups for the lesson 2.1.2 • Pairs 2.1.2 • Triads 2.1.2 • Small groups up to about 5 2.1.2 **NOTES/FEEDBACK:**	• Move to groups in an orderly fashion 2.1.2 • Appear to understand expectations about appropriate behavior in groups 2.1.2 **NOTES/FEEDBACK:**

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.3 – The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Possible Teacher Evidence	Possible Student Evidence
• Previews reading selections or chapters 2.1.3 • Uses K-W-L strategy or variation of it 2.1.3 • Asks or reminds students what they already know about the topic 2.1.3 • Provides an advanced organizer (i.e., outline, graphic organizer) 2.1.3 • Has students brainstorm 2.1.3 • Uses an anticipation guide 2.1.3 • Uses a motivational hook/launching activity (i.e. anecdotes, short videos) 2.1.3 • Uses a word splash activity to connect vocabulary to upcoming	• Can explain linkages with prior knowledge 2.1.3 • Make predictions about upcoming content 2.1.3 • Can provide a purpose for what they are about to learn 2.1.3 • Actively engage in previewing activities 2.1.3 **NOTES/FEEDBACK:**

content 2.1.3	
NOTES/FEEDBACK:	

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.4 – Based on student needs, the teacher breaks content into small chunks (i.e., digestible bites) of information that can be easily processed by students.

Possible Teacher Evidence	Possible Student Evidence
• Stops at strategic points in a verbal presentation 2.1.4 • Pauses at key junctures while showing a video 2.1.4 • Stops at strategic points while providing a demonstration 2.1.4 • Stops at strategic points while students are reading information or stories orally as a class 2.1.4 • Breaks content into comprehensible chunks ordered by daily segments 2.1.4 • Maximizes student processing of content by breaking lectures into 10-minute-or-less segments with processing time for students 2.1.4 **NOTES/FEEDBACK:**	• Can explain why the teacher is stopping at various points during demonstrations or during presentations 2.1.4 • Appear to know what is expected of them when the teacher stops at strategic points 2.1.4 • Process with classmates 2.1.4 **NOTES/FEEDBACK:**

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.5 – During breaks in the presentation of content, the teacher engages students in actively processing new information.

Possible Teacher Evidence	Possible Student Evidence
• Has group members summarize new information 2.1.5 • Employs formal group processing strategies (i.e. jigsaw, reciprocal teaching, concept attainment) 2.1.5 **NOTES/FEEDBACK:**	• Can explain what they have just learned 2.1.5 • Volunteer predictions 2.1.5 • Voluntarily ask clarification questions 2.1.5 • Actively discuss the content in groups 2.1.5 • Ask each other and answer questions about the information 2.1.5 • Make predictions about what they expect next 2.1.5 • Ensure everyone knows the content 2.1.5 **NOTES/FEEDBACK:**

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.6 – The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Possible Teacher Evidence	Possible Student Evidence
• Asks explicit questions that require students to make elaborative inferences about the content 2.1.6 • Asks students to explain and defend their inferences 2.1.6 • Presents situations or problems that require inferences 2.1.6 **NOTES/FEEDBACK:**	• Volunteer answers to inferential questions 2.1.6 • Provide explanations and "proofs" for inferences 2.1.6 • Use higher-level thinking skills 2.1.6 **NOTES/FEEDBACK:**

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.7 – The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Possible Teacher Evidence	Possible Student Evidence
• Asks students to summarize the information they have learned 2.1.7 • Asks students to generate notes that identify critical information in the content 2.1.7 • Asks students to create nonlinguistic representations for new content 2.1.7 • Graphic organizers 2.1.7 • Pictures 2.1.7 • Pictographs 2.1.7 • Flow charts 2.1.7	• Include critical content in their summaries and notes 2.1.7 • Include critical content or demonstrate understanding in their nonlinguistic representations 2.1.7 • Can explain main points of the lesson 2.1.7 **NOTES/FEEDBACK:**

• Asks students to create mnemonics that organize the content 2.1.7 **NOTES/FEEDBACK:**	

Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.	
Element 2.1.8 – The teacher engages students in activities that help them reflect on their learning and the learning process.	
Possible Teacher Evidence	**Possible Student Evidence**
• Asks students to state or record what they are clear about and what they are confused about 2.1.8 • Asks students to state or record how hard they tried 2.1.8 • Asks students to state or record what they might have done to enhance their learning 2.1.8 **NOTES/FEEDBACK:**	• Can explain what they are clear about and what they are confused about 2.1.8 • Students can describe how hard they tried 2.1.8 • Students can explain what they could have done to enhance their learning 2.1.8 **NOTES/FEEDBACK:**

Criterion 2: Demonstrating effective teaching practices.	
Component 2.2: Organizing Students to Practice and Deepen Knowledge *The teacher helps students to practice and deepen their understanding of new knowledge.*	
Possible Teacher Evidence	**Possible Student Evidence**
• Reviews content before engaging in practicing or deepening activities 2.2 • Provides practice activities that are at the appropriate level for guided practice or independent practice 2.2 • Provides activities that require students to examine similarities and differences in content 2.2 • Provides activities that require students to critique or analyze validity of information 2.2 **NOTES/FEEDBACK:**	• Increase the accuracy and fluency with which they perform skills and processes 2.2 • Can describe what they now see differently about content previously addressed 2.2 • Can describe how items are the same and different 2.2 • Can explain why information is or is not logical/valid 2.2 **NOTES/FEEDBACK:**

Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.	
Element 2.2.1 – The teacher engages students in a brief review of content that highlights critical information.	
Possible Teacher Evidence	**Possible Student Evidence**
• Begins the lesson with a brief review of content 2.2.1 • Uses specific strategies to review information (i.e. summary, problem that must be solved using previous information, questions that require a review of content, demonstration, brief practice test or exercise) 2.2.1 • Uses variety of capital input for brain imprinting 2.2.1 **NOTES/FEEDBACK:**	• Can describe the previous content on which a new lesson is based 2.2.1 • Responses to class activities indicate that they recall previous content 2.2.1 • Actively participate in review by adding word or picture cards to visuals in the room 2.2.1 **NOTES/FEEDBACK:**

Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.	
Element 2.2.2 – The teacher uses grouping in ways that facilitate practicing and deepening knowledge.	
Possible Teacher Evidence	**Possible Student Evidence**
• Organizes students into groups with the expressed idea of deepening their knowledge of informational content 2.2.2 • Organizes students into groups with the expressed idea of practicing a skill, strategy, or process 2.2.2 • Sets up structures which allow flexible grouping for individual re-teaching and/or extensions 2.2.2 **NOTES/FEEDBACK:**	• Explain how the group work supports their learning 2.2.2 • While in groups, interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process 2.2.2 • Asking each other questions, especially clarifying questions 2.2.2 • Obtaining feedback from their peers 2.2.2 • Acting as field experts on one aspect in order to teach teammates 2.2.2 **NOTES/FEEDBACK:**

Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.	
Element 2.2.3 – When appropriate (as opposed to routinely), the teacher designs homework to deepen students'knowledge of informational content or practice a skill, strategy, or process.	
Possible Teacher Evidence	**Possible Student Evidence**

• Communicates a clear purpose for homework 2.2.3 • Extends an activity that was begun in class to provide students with more time 2.2.3 • Assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently 2.2.3 • Uses homework as a home/school connection for verbal processing of new knowledge 2.2.3 **NOTES/FEEDBACK:**	• Can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process 2.2.3 • Ask clarifying questions of the homework that help them understand its purpose 2.2.3 **NOTES/FEEDBACK:**

Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.2.4 – When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Possible Teacher Evidence	Possible Student Evidence
• Engages students in activities that require students to examine similarities and differences between content 2.2.4 • Comparison activities 2.2.4 • Classifying activities 2.2.4 • Analogy activities 2.2.4 • Metaphor activities 2.2.4 • Follows analysis of similarities and differences with having students summarize what they have learned and/or explaining how the activity has added to their understanding of the content 2.2.4 **NOTES/FEEDBACK:**	• Artifacts indicate that their knowledge has been extended as a result of the activity 2.2.4 • Can explain similarities and differences 2.2.4 • Artifacts indicate that they can identify similarities and differences 2.2.4 **NOTES/FEEDBACK:**

Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.2.5 – When the content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Possible Teacher Evidence	Possible Student Evidence
• Asks students to examine information for errors or informal fallacies 2.2.5 • Faulty logic 2.2.5 • Attacks 2.2.5 • Weak reference 2.2.5 • Misinformation 2.2.5 • Asks students to examine the strength of support presented for a claim 2.2.5 • Statement of a clear claim 2.2.5 • Evidence for the claim presented 2.2.5 • Qualifiers presented showing exceptions to the claim 2.2.5 **NOTES/FEEDBACK:**	• Can describe errors or informal fallacies in information 2.2.5 • When asked, can explain the overall structure of an argument presented to support a claim 2.2.5 • Artifacts indicate that they can identify errors in reasoning 2.2.5 • Expected to give reasoning or evidence behind thinking with answers 2.2.5 **NOTES/FEEDBACK:**

Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.2.6 – When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Possible Teacher Evidence	Possible Student Evidence
• Engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process 2.2.6 • Guided practice if students cannot perform the skill, strategy, or process independently 2.2.6 • Independent practice if students can perform the skill, strategy, or process independently 2.2.6 **NOTES/FEEDBACK:**	• Perform the skill, strategy, or process with increased confidence 2.2.6 • Perform the skill, strategy, or process with increased competence 2.2.6 • Work with teacher for any re-teaching during flexible groups 2.2.6 **NOTES/FEEDBACK:**

Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.2.7 – The teacher engages students in revision of previous knowledge about content addressed in previous lessons.	
Possible Teacher Evidence	**Possible Student Evidence**
• Asks students to examine previous entries in their academic notebooks or notes 2.2.7 • Engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content 2.2.7 • Has students explain how their understanding has changed 2.2.7 • Encourages students to add questions, new understanding, or revisions to visuals and preview charts on walls 2.2.7 **NOTES/FEEDBACK:**	• Make corrections to information previously recorded about content 2.2.7 • Can explain previous errors or misconceptions they had about content 2.2.7 • Add information gained or new questions as they occur on any classroom visual 2.2.7 **NOTES/FEEDBACK:**

Criterion 2: Demonstrating effective teaching practices.	
Component 2.3: Organizing Students for Cognitively Complex Tasks *The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge.*	
Possible Teacher Evidence	**Possible Student Evidence**

• Establishes the need to transfer and apply new knowledge 2.3
• Designs and engages students in the following types of cognitively complex tasks: 2.3
    • Decision-making tasks 2.3
    • Problem-solving tasks 2.3
    • Investigation tasks 2.3
    • Experimental/inquiry tasks 2.3
• Organizes students into groups to complete tasks that require application and transfer of new knowledge 2.3
• Makes himself/herself available and offers resources and guidance as needed by the entire class, groups of students, or individual students 2.3
    • Circulates around the room 2.3
    • Provides easy access to himself/herself 2.3
• Uses process grids/matrices to lead students through analysis, evaluation, and synthesis of new knowledge 2.3
NOTES/FEEDBACK:
	• Engage in decision-making tasks 2.3
	• Engage in problem-solving tasks 2.3
	• Engage in investigation tasks 2.3
	• Engage in experimental/inquiry tasks 2.3
	• Describe the importance of transferring and applying new knowledge 2.3
	• Explain how groups support their learning if groups are used o Use group activities to help them generate and test hypotheses 2.3
	• Seek out the teacher for advice and guidance regarding application and transfer tasks 2.3
	• Can explain how the teacher provides assistance and guidance in application and transfer tasks 2.3
	• Generate their own interest in study that transfers and applies new knowledge 2.3
	NOTES/FEED BACK:

Criterion 2: Demonstrating effective teaching practices.	
Component 2.4: Asking Questions of Typically Underserved Students *The teacher asks questions of typically underserved students with the same frequency and depth as other students.*	
Possible Teacher Evidence	**Possible Student Evidence**
• Asks typically underserved students complex questions at the same rate as other students 2.4 • Rephrases questions 2.4 • Scaffolds questions for all students for language and ability needs 2.4 • Allows various responses to show understanding 2.4 • Gives wait time equitably 2.4 • Doesn't let students "off the hook" 2.4 • Uses think-pair-share 2.4 • Uses team discussions 2.4 • Uses written response 2.4 **NOTES/FEEDBACK:**	• Say that the teacher expects everyone to participate 2.4 • Say that the teacher asks difficult questions of every student 2.4 **NOTES/FEEDBACK:**

Criterion 2: Demonstrating effective teaching practices.	
Component 2.5: Probing Incorrect Answers with Typically Underserved Students *The teacher probes typically underserved students' incorrect answers in the same manner as other students' incorrect answers.*	
Possible Teacher Evidence	**Possible Student Evidence**
• Rephrases questions in response to incorrect answers 2.5 • Asks additional questions to further explain answers 2.5 • Breaks questions into smaller/simpler parts when answers are incorrect 2.5 • Allows students to collect their thoughts and returns to them at a	• Say that the teacher does not "let you off the hook" 2.5 • Say that the teacher "won't give up on you" 2.5 • Say that the teacher helps them answer questions successfully 2.5 **NOTES/FEEDBACK:**

later time 2.5
NOTES/FEEDBACK:

Criterion 2: Demonstrating effective teaching practices.

Component 2.6: Noticing When Students Are Not Engaged
The teacher uses various methods to engage students.

Possible Teacher Evidence	**Possible Student Evidence**

• Scans room to determine the level of student engagement 2.6
 • If students are not engaged, employs one or more strategies to re-engage students, such as (but not limited to): 2.6
      • Academic games 2.6
      • Questioning techniques with high response rates 2.6
      • Physical movement 2.6
      • Friendly controversy 2.6
NOTES/FEEDBACK:
	• Students visibly adjust their level of engagement based on teacher actions 2.6
	• Students describe the class as interesting 2.6
	• Students attend to appropriate activities throughout the class 2.6
	NOTES/FEEDBACK:

Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.
Element 2.6.1 – The teacher notices when students are not engaged.

Possible Teacher Evidence	**Possible Student Evidence**
• Notices when specific students or groups of students are not engaged 2.6.1 • Notices when the energy level in the room is low 2.6.1 • Takes action to re-engage students 2.6.1 **NOTES/FEEDBACK:**	• Appear aware of the fact that the teacher is taking note of their level of engagement 2.6.1 • Try to increase their level of engagement when prompted 2.6.1 • Explain that the teacher expects high levels of engagement 2.6.1 **NOTES/FEEDBACK:**

Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.
Element 2.6.2 – The teacher uses academic games to engage students.

Possible Teacher Evidence	**Possible Student Evidence**
• Uses structured games such as Jeopardy, Family Feud, and the like 2.6.2 • Develops impromptu games such as making a game out of which answer might be correct for a given question 2.6.2 • Uses friendly competition along with classroom games 2.6.2 **NOTES/FEEDBACK:**	• Engage in the games with some enthusiasm 2.6.2 • Can explain how the games keep their interest and help them learn or remember content 2.6.2 **NOTES/FEEDBACK:**

Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.
Element 2.6.3 The teacher manages response rates.

Possible Teacher Evidence	**Possible Student Evidence**
• Uses wait time 2.6.3 • Uses response cards 2.6.3 • Has students use hand signals to respond to questions 2.6.3 • Uses choral response 2.6.3 • Uses technology to keep track of students' responses 2.6.3 • Uses response chaining 2.6.3 **NOTES/FEEDBACK:**	• Multiple students or the entire class respond to questions posed by the teacher 2.6.3 • Can describe their thinking about specific questions posed by the teacher 2.6.3 **NOTES/FEEDBACK:**

Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.
Element 2.6.4 – The teacher uses physical movement.

Possible Teacher Evidence	**Possible Student Evidence**
• Has students stand up and stretch or use related activities when their energy is low 2.6.4 • Uses activities that require students to physically move to respond to questions 2.6.4 • Vote with your feet 2.6.4 • Go to the part of the room that represents the answer you agree with 2.6.4 • Has students physically act out or model content to increase	• Engage in the physical activities designed by the teacher 2.6.4 • Can explain how the physical movement keeps their interest and helps them learn 2.6.4 • Move about room independently as needed 2.6.4 **NOTES/FEEDBACK:**

energy and engagement 2.6.4 • Use give-one-get-one activities that require students to move about the room 2.6.4 **NOTES/FEEDBACK:**

Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.6.5 – The teacher maintains a lively pace.

Possible Teacher Evidence	Possible Student Evidence
• Employs crisp transitions from one activity to another 2.6.5 • Alters pace appropriately (i.e., speeds up and slows down) 2.6.5 **NOTES/FEEDBACK:**	• Quickly adapt to transitions and re-engage when a new activity is begun 2.6.5 • Describe the pace of the class as neither too fast nor too slow 2.6.5 • Quickly respond to transition signals 2.6.5 **NOTES/FEEDBACK:**

Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.6.6 – The teacher demonstrates intensity and enthusiasm.

Possible Teacher Evidence	Possible Student Evidence

• Describes personal experiences that relate to the content 2.6.6
• Signals excitement for content by: 2.6.6
    • Physical gestures 2.6.6
    • Voice tone 2.6.6
    • Dramatization of information 2.6.6
• Overtly adjusts energy level 2.6.6
NOTES/FEEDBACK:
	• Say that the teacher "likes the content" and "likes teaching" 2.6.6
	• Attention levels increase when the teacher demonstrates intensity and enthusiasm for the content 2.6.6
	NOTES/FEEDBACK:

Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.6.7 – The teacher uses friendly controversy.

Possible Teacher Evidence	Possible Student Evidence
• Structures mini-debates about the content 2.6.7 • Has students examine multiple perspectives and opinions about the content 2.6.7 • Elicits different opinions on content from members of the class 2.6.7 **NOTES/FEEDBACK:**	• Engage in friendly controversy activities with enhanced engagement 2.6.7 • Describe friendly controversy activities as "stimulating," "fun," and so on 2.6.7 • Explain how a friendly controversy activity helped them better understand the content 2.6.7 **NOTES/FEEDBACK:**

Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.6.8 – The teacher provides opportunities for students to talk about themselves.

Possible Teacher Evidence	Possible Student Evidence
• Is aware of student interests and makes connections between these interests and class content 2.6.8 • Structures activities that ask students to make connections between the content and their personal interests 2.6.8 • When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested 2.6.8 **NOTES/FEEDBACK:**	• Engage in activities that require them to make connections between their personal interests and the content 2.6.8 • Explain how making connections between content and their personal interests engages them and helps them better understand the content 2.6.8 • Participate willingly in team building activities 2.6.8 **NOTES/FEEDBACK:**

Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.6.9 – The teacher presents unusual or intriguing information.

Possible Teacher Evidence	Possible Student Evidence

• Systematically provides interesting facts and details about the content using activities such as: 2.6.9
    • Believe it or not" 2.6.9
    • Guest speakers 2.6.9
	• Attention increases when unusual information is presented about the content 2.6.9
	• Explain how the unusual information makes them more interested in the content 2.6.9

• Stories 2.6.9 • Encourages students to identify interesting information about the content 2.6.9 **NOTES/FEEDBACK:**	• Connect prior knowledge with intriguing information to form new questions 2.6.9 **NOTES/FEEDBACK:**

Criterion 2: Demonstrating effective teaching practices.

Component 2.7: Using and Applying Academic Vocabulary
The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.

Possible Teacher Evidence	Possible Student Evidence
• Intentionally selects limited strategic academic vocabulary and includes it in instructional lessons 2.7 • Repeats academic vocabulary throughout learning activities 2.7 **NOTES/FEEDBACK:**	• Maintains a vocabulary notebook 2.7 • Uses academic vocabulary correctly in the current setting and across disciplines 2.7 • Refers to and uses previous academic vocabulary 2.7 • Response to Signal Word with corresponding synonym and action 2.7 • Uses vocabulary in student- and teacher-led conversations 2.7 **NOTES/FEEDBACK:**

Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.1: Organizing the Physical Layout of the Classroom
The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.

Possible Teacher Evidence	Possible Student Evidence
• Organizes the physical layout of the classroom to have clear traffic patterns 5.1 • Arranges the physical layout to provide easy access to the materials and centers 5.1 • Decorates the classroom in a way that enhances student learning 5.1 • Bulletin boards relate to current content 5.1 • Student work is displayed 5.1 • Design of classroom is purposeful in regard to teaching spaces and placement of resources 5.1 • Uses signal to facilitate transitions between activities and movement around classroom 5.1 **NOTES/FEEDBACK:**	• Move easily about the classroom 5.1 • Use materials and learning centers 5.1 • Attend to examples of their work that are displayed 5.1 • Attend to information on the bulletin boards 5.1 • Focus on instruction 5.1 • Show signs of pride regarding their accomplishments in class 5.1 • Say they want to continue to make progress 5.1 • Interact with posted information throughout lessons 5.1 **NOTES/FEEDBACK:**

Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.2: Reviewing Expectations to Rules and Procedures
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Possible Teacher Evidence	Possible Student Evidence
• Involves students in designing classroom routines 5.2 • Uses classroom meetings to review and process rules and procedures 5.2 • Reminds students of rules and procedures 5.2 • Asks students to restate or explain rules and procedures 5.2 • Provides cues or signals when a rule or procedure should be used 5.2 **NOTES/FEEDBACK:**	• Follow clear routines during class 5.2 • Can describe established rules and procedures 5.2 • Describe the classroom as an orderly place 5.2 • Recognize cues and signals from the teacher 5.2 • Regulate their own behavior 5.2 **NOTES/FEEDBACK:**

Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.3: Demonstrating "Withitness"
The teacher demonstrates awareness of the classroom environment at all times (withitness).

Possible Teacher Evidence	Possible Student Evidence
• Physically occupies all quadrants of the room 5.3 • Scans the entire room making eye contact with all students 5.3 • Recognizes potential sources of disruption and deals with them immediately 5.3 • Proactively addresses inflammatory situations 5.3	• Recognize that the teacher is aware of their behavior 5.3 • Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head" 5.3 **NOTES/FEEDBACK:**

NOTES/FEEDBACK:	

Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures
The teacher applies consequences for lack of adherence to rules and procedures.

Possible Teacher Evidence	Possible Student Evidence
• Provides nonverbal signals when students' behavior is not appropriate (i.e., eye contact, proximity, tap on desk, shaking head) 5.4 • Provides verbal signals when students' behavior is not appropriate 5.4 • Tells students to stop 5.4 • Tells students that their behavior is in violation of a rule, procedure, or classroom expectations 5.4 • Uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior) 5.4 • Involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior) 5.4 • Uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken) 5.4 **NOTES/FEEDBACK:**	• Cease inappropriate behavior when signaled by the teacher 5.4 • Accept consequences as part of the way class is conducted 5.4 • Describe the teacher as fair in application of rules 5.4 • Refocus in order to make good decisions, show respect, and solve problems 5.4 **NOTES/FEEDBACK:**

Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.5: Acknowledging Adherence to Rules and Procedures
The teacher acknowledges adherence to rules and procedures.

Possible Teacher Evidence	Possible Student Evidence

• Provides nonverbal signals that a rule or procedure has been followed: 5.5
    • Smile 5.5
    • Nod of head 5.5
    • High Five 5.5
• Gives verbal cues that a rule or procedure has been followed: 5.5
    • Thanks students for following a rule or procedure 5.5
    • Describes student behaviors that adhere to rule or procedure 5.5
• Notifies the home when a rule or procedure has been followed 5.5
• Uses tangible recognition when a rule or procedure has been followed: 5.5
    • Certificate of merit 5.5
    • Token economies 5.5
NOTES/FEEDBACK:
	• Appear appreciative of the teacher acknowledging their positive behavior 5.5
	• Describe teacher as appreciative of their good behavior 5.5
	• The number of students adhering to rules and procedures increases 5.5
	NOTES/FEEDBACK:

Criterion 5: Fostering and managing a safe, positive learning environment.

Component 5.6: Displaying Objectivity and Control
The teacher builds positive relationships with students by displaying objectivity and control.

Possible Teacher Evidence	Possible Student Evidence
• Does not exhibit extremes in positive or negative emotions 5.6 • Addresses inflammatory issues and events in a calm and controlled manner 5.6 • Interacts with all students in the same calm and controlled fashion 5.6 • Does not demonstrate personal offense at student misbehavior 5.6 **NOTES/FEEDBACK:**	• Are settled by the teacher's calm demeanor 5.6 • Describe the teacher as in control of himself/herself and in control of the class 5.6 • Say that the teacher does not hold grudges or take things personally 5.6 **NOTES/FEEDBACK:**

Principal Notes • Pre-Observation • Non-Observable Criterion:

Criterion 3: Differentiation

Component 3.1: Plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content
NOTES:

Criterion 3: Differentiation
Component 3.2: Uses data to plan and provide interventions that meet individual learning needs of students including the following: ELL Students, Special Education Students, Students who come from home environments that offer little support
NOTES:

Criterion 4: Content Knowledge
Component 4.1: Demonstrates a comprehensive understanding of the subject taught and the standards for the subject
NOTES:

Criterion 4: Content Knowledge
Component 4.2: Plans/prepares for use of available resources and technology
NOTES:

Criterion 6: Student Data
Component 6.1: Designs instruction aligned to assessments that impact student learning
NOTES:

Criterion 6: Student Data
Component 6.2: Uses multiple data elements to modify instruction and assessments
NOTES:

Principal Notes • Post-Observation • Non-Observable Criterion:

Criterion 2: Instruction
Component 2.8: Reflects and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness
NOTES:

Criterion 8: Professional Practice
Component 8.4: Pursues professional development based on his/her written growth and development plan, and monitors progress relative to that plan
NOTES:

Criterion 7: Families and Communities
Component 7.1: Communicates with parents/guardians and school/communities in a timely and professional manner regarding courses, programs, school events and grade level expectations
NOTES:

Domain 4: Collegiality & Professionalism
Criterion 7: Families and Communities
Component 7.2: Communicates individual student progress to parents/guardians in a timely and professional manner
NOTES:

Component #8 Professional Practice
Component 8.1 Collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through sharing ideas and strategies
NOTES:

Criterion 8: Professional Practice
Component 8.2: Promotes positive interactions with colleagues and displays dependability through active participation
NOTES:

Criterion 8: Professional Practice
Component 8.3: Participates in district and school initiatives
NOTES: