3a Communicating with Students

1 Unsatisfactory
- At no time during the lesson does the teacher convey to the students what they will be learning.
- Students indicate through body language or questions that they do not understand the content being presented.
- The teacher makes serious content errors that will affect students' understanding of the lesson.
- Students indicate that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of vocabulary language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

2 Basic
- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so that students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

3 Proficient
- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they are learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic language.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

4 Distinguished
- If asked, students are able to explain what they are learning and where it fits into the larger curriculum content.
- Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to the class or to classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and the discipline.
- Students use academic language correctly.

Evidence:

### 3b Questioning and Discussion Techniques

**Critical Attributes:**
- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

<table>
<thead>
<tr>
<th>1 Unsatisfactory</th>
<th>2 Basic</th>
<th>3 Proficient</th>
<th>4 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</td>
<td>The teacher invites students to respond directly to one another's ideas, but few students respond.</td>
<td>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</td>
<td>Students initiate higher-order questions.</td>
</tr>
<tr>
<td>The teacher calls on many students, but only a few actually participate in the discussion.</td>
<td>The teacher asks students to explain their reasoning, but only some students attempt to do so.</td>
<td>The teacher makes effective use of wait time.</td>
<td>The teacher builds on and uses student responses to questions in order to deepen student understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussions enable students to talk to one another without ongoing mediation by the teacher.</td>
<td>Students extend the discussion, enriching it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher calls on most students, even those who don't initially volunteer.</td>
<td>Students invite comments from their classmates during a discussion and challenge one another's thinking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Many students actively engage in the discussion.</td>
<td>Virtually all students are engaged in the discussion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher asks students to justify their reasoning, and most attempt to do so.</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence:**

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White-Intern
Yellow-University Supervisor/Cooperating Teacher
### 3e Engaging Students in Learning

**Critical Attributes:**

<table>
<thead>
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<th>2 Basic</th>
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<th>4 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Few students are intellectually engaged in the lesson.</td>
<td>□ Some students are intellectually engaged in the lesson.</td>
<td>□ Most students are intellectually engaged in the lesson.</td>
<td>□ Virtually all students are highly engaged in the lesson.</td>
</tr>
<tr>
<td>□ Learning tasks/activities and materials require only recall or have a single correct response or method.</td>
<td>□ Learning tasks are a mix of those requiring thinking and those requiring recall.</td>
<td>□ Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</td>
<td>□ Lesson activities require high-level student thinking and explanations of their thinking.</td>
</tr>
<tr>
<td>□ Instructional materials used are unsuitable to the lesson and/or the students.</td>
<td>□ Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</td>
<td>□ Students are invited to explain their thinking as part of completing tasks.</td>
<td>□ Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.</td>
</tr>
<tr>
<td>□ The lesson drags or is rushed.</td>
<td>□ The materials and resources are partially aligned to the lesson objectives.</td>
<td>□ The pacing of the lesson provides students the time needed to be intellectually engaged.</td>
<td>□ Students have an opportunity for both reflection and closure on the lesson to consolidate their understanding.</td>
</tr>
<tr>
<td>□ Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</td>
<td>□ Few of the materials and resources require student thinking or ask students to explain their thinking.</td>
<td>□ The teacher uses groupings that are suitable to the lesson activities.</td>
<td>□</td>
</tr>
</tbody>
</table>

**Evidence:**

### 3d Using Assessment in Instruction

**Critical Attributes:**

<table>
<thead>
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<th>4 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ The teacher gives no indication of what high quality work looks like.</td>
<td>□ There is little evidence that the students understand their work will be evaluated.</td>
<td>□ The teacher makes the standards of high quality work clear to students.</td>
<td>□ Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</td>
</tr>
<tr>
<td>□ The teacher makes no effort to determine whether students understand the lesson.</td>
<td>□ The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</td>
<td>□ The teacher elicits evidence of student understanding.</td>
<td>□ The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</td>
</tr>
<tr>
<td>□ Students receive no feedback, or feedback is global or directed toward only one student.</td>
<td>□ Feedback to students is vague and not oriented toward future improvement of work.</td>
<td>□ Students are invited to assess their own work and make improvements; most of them do so.</td>
<td>□ Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</td>
</tr>
<tr>
<td>□ The teacher does not ask students to evaluate their own or classmate’s work.</td>
<td>□ The teacher makes only minor attempts to engage students in self or peer assessment.</td>
<td>□ Feedback includes specific and timely guidance, at least for groups of students.</td>
<td>□ High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</td>
</tr>
</tbody>
</table>

**Evidence:**

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White-Intern
Yellow-University Supervisor/Cooperating Teacher
### 3e Demonstrating Flexibility and Responsiveness

**Critical Attributes:**

<table>
<thead>
<tr>
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<th>4 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher ignores indications of student boredom or lack of understanding.</td>
<td>The teacher makes perfunctory attempts to incorporate students’ questions and interests into the lesson.</td>
<td>The teacher incorporates students’ interests and questions into the heart of the lesson.</td>
<td>The teacher seizes on a teachable moment to enhance a lesson.</td>
</tr>
<tr>
<td>The teacher brushes aside students’ questions.</td>
<td>The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</td>
<td>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</td>
<td>The teacher conveys to students that she won’t consider a lesson “finished” until every student understands and that she has a broad range of approaches to use.</td>
</tr>
<tr>
<td>The teacher conveys to students that when they have difficulty learning it is their fault.</td>
<td>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.</td>
<td>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</td>
<td>In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.</td>
</tr>
<tr>
<td>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</td>
<td>The teacher’s attempts to adjust the lesson are partially successful.</td>
<td>When improvising becomes necessary, the teacher makes adjustments to the lesson.</td>
<td>The teacher’s adjustments to the lesson, when they are needed, are designed to assist individual students.</td>
</tr>
</tbody>
</table>

**Evidence:**

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Signature of Evaluator ____________________________ Date ____________

Signature of Candidate ____________________________ Date ____________

White-Intern

Yellow-University Supervisor/Cooperating Teacher