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|  | **Performance Level**NSI/1 (Needs Significant Improvement/Unsatisfactory), E/2 (Emerging/Satisfactory), C/3 (Competent/Performing above average – STUDENT TEACHERS ONLY) | **Evidence** | **Strengths/Next Steps/Action Items** |
|  | **Not observed** | **NSI/1** | **E/2** | **C/3** |  |  |
| **Domain 2: Classroom Environment** |  |  |  |  |  |  |
| 2a: Creating an Environment of Respect and Rapport*Teacher interactions with students**Supports/facilitates student interactions with other students.*Greets students by name.Calm, respectful voiceUnconditional positive regardIdentify and validate student emotions.Group meetings (circles)Flexible grouping |  |  |  |  |  | STRENGTHSNEXT STEPS/ACTION ITEMS |
| 2b: Establishing a Culture for Learning*Importance of the content**Expectations for learning and achievement* *Student pride in work*Know about and make connections to students’ lives.Strengths-based mindset.Set high expectations and provide scaffolds.Make learning fun |  |  |  |  |  |
| 2c: Managing Classroom Procedures*Management of instructional groups* *Transitions**Instructional pacing for student engagement* *Materials and supplies*Talk students through transitions.Have routines/procedures for managing materials.Predictable schedule-posted |  |  |  |  |  |
| 2d: Managing Student Behavior*Setting expectations**Monitoring student behavior**Response to positive behavior and misbehaviors*Teacher self-regulation-words and actionsTeach student self-regulation.Incorporate brain breaks.Consistent expectations and consequencesLogical/natural consequencesAvoid public shaming |  |  |  |  |  |
| 2e: Organizing Physical Space*Safety and accessibility* *Arrangement of furniture**Use of physical resources* |  |  |  |  |  |
| **Domain 3: Instruction** |  |  |  |  |  |  |
| 3a: Communicating with Students*Expectations for learning**Directions/procedures* *Explanations of content**Use of oral and written language* |  |  |  |  |  | STRENGTHSNEXT STEPS/ACTION ITEMS |
| 3b: Using Questioning and Discussion Techniques*Quality of questions**Discussion techniques**Student Participation*Provide options for student participation |  |  |  |  |  |
| 3c: Engaging Students in Learning*Activities and assignments match targeted skills Instructional materials and resources**Grouping of students**Structure and pacing*Provide choices for acquiring and demonstrating knowledge (UDL).Differentiation |  |  |  |  |  |
| 3d: Using Assessments in Instruction*Monitoring student learning**Feedback to students**Student self-assessment* *Assessment criteria* |  |  |  |  |  |
| 3e: Demonstrating Flexibility and Responsiveness*Lesson adjustment**Response to students**Persistence*Provide appropriate scaffolds/accommodations.Recognize struggles and reteach. |  |  |  |  |  |

**Feedback in Domains 1 and 4 is optional**

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|  | **Performance Level**NSI/1 (Needs Significant Improvement/Unsatisfactory), E/2 (Emerging/Satisfactory), C/3 (Competent/Performing above average –STUDENT TEACHERS ONLY)  | **Evidence** | **Strengths/Next Steps/Action Items** |
|  | **Not observed** | **NSI/1** | **E/2** | **C/3** |  |  |
| **Domain 1: Planning and Preparation** |  |  |  |  |  |  |
| 1a: Demonstrating Knowledge of Content and Pedagogy*Content knowledge**Prerequisite relationships**Content pedagogy* |  |  |  |  |  | STRENGTHSNEXT STEPS/ACTION ITEMS |
| 1b: Demonstrating Knowledge of Students*Child development**Learning process**Special needs**Interests and cultural heritage* |  |  |  |  |  |
| 1c: Setting Instructional Outcomes*Value, sequence, and alignment**Clarity**Balance**Suitability for diverse learners* |  |  |  |  |  |
| 1d: Demonstrating Knowledge of Resources*For classroom**To extend content knowledge**For students* |  |  |  |  |  |
| 1e: Designing Coherent Instruction*Learning activities**Instructional materials and resources**Groups**Lesson and unit structure* |  |  |  |  |  |
| 1f: Designing Student Assessments*Congruence with outcomes**Criteria and standards**Formative assessments**Use for planning* |  |  |  |  |  |
| **Domain 4: Professional Responsibilities** |  |  |  |  |  |  |
| 4a: Reflecting on Teaching*Accuracy**Use in future teaching* |  |  |  |  |  | STRENGTHSNEXT STEPS/ACTION ITEMS |
| 4b: Maintaining Accurate Records*Student completion of assignments**Student progress in learning**Non-instructional records* |  |  |  |  |  |
| 4c: Communicating with Families*About instructional program**About individual students**Engagement of families in instructional program* |  |  |  |  |  |
| 4d: Participating in a Professional Community*Relationships with colleagues**Participation in school projects**Involvement in culture of professional inquiry**Service to school* |  |  |  |  |  |
| 4e: Growing and Developing Professionally*Enhancement of content knowledge and pedagogical skill**Service to the profession* |  |  |  |  |  |
| 4f: Showing Professionalism*Integrity/ethical conduct**Service to students**Advocacy**Decision-making**Compliance with school/district regulations* |  |  |  |  |  |

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| NOTES/LESSON TRANSCRIPT: |