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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 voice  Unconditional positive regard  Identify and validate student emotions.  Group meetings (circles)  Flexible grouping |  |  |  |  |  | STRENGTHS  NEXT 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 actions  Teach student self-regulation.  Incorporate brain breaks.  Consistent expectations and consequences  Logical/natural consequences  Avoid 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* |  |  |  |  |  | STRENGTHS  NEXT 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* |  |  |  |  |  | STRENGTHS  NEXT 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* |  |  |  |  |  | STRENGTHS  NEXT 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: |