

GADSDEN COUNTY TEACHER EVALUATION

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS (Appendix D)

Teacher Name: _____ Evaluator's Name: _____	Grade Level: _____ Subject: _____	Date: _____ Observation Number: _____	Time In: _____ Time Out: _____
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Involving Routine Events: Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. A common board configuration is used to clearly outline learning objective(s), essential question(s), and instructional agenda/activities.					
2. Learning objective is clearly displayed in the classroom.					
3. Learning objective is a clear statement of knowledge or information as opposed to an activity or assignment.					
4. Teacher routinely references learning objective during instruction.					
5. Teacher has a scale or rubric that relates to the learning objective posted.					
6. Teacher references scale or rubric for evaluating student throughout lesson.					
7. A warm-up routine is clearly established.					
8. Instruction begins on time and continues through the end of the period.					

Addressing Content: Students effectively interact with the new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. The teacher clearly identifies essential questions and other critical information.					
2. Students are organized to enable effective interaction with new knowledge (e.g. whole group, small group, centers, etc.).					
3. An opportunity is provided to preview, process, and elaborate on new content.					
4. Teacher chunks content into "digestible bites".					
5. Teacher engages students in cognitively complex tasks involving hypothesis generating and testing.					
6. Teacher provides resources and guidance to students.					
7. Students are required to record and represent knowledge.					
8. Students are provided opportunities to reflect on learning.					
9. Students are organized to practice and deepen knowledge.					
10. Students are organized for cognitively complex tasks.					
11. Opportunities are provided for students to review content.					
12. Opportunities are provided for students to compare and contrast.					
13. Opportunities are provided for students to examine similarities and differences.					
14. Opportunities are provided for students to examine errors in reasoning.					
15. Opportunities are provided for students to practice skills, strategies, and processes.					
16. Opportunities are provided for students to revise knowledge.					

Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains effective relationships with students. Teacher has high expectations for all students.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. Teacher notices and reacts when students are not engaged.					
2. Teacher uses both voluntary and non-voluntary strategies to elicit responses from students.					
3. Teacher moves around the classroom to check for understanding and provide assistance to students.					
4. Teacher provides instruction at a lively pace.					
5. Teacher provides instruction with intensity and enthusiasm.					
6. Teacher presents unusual or intriguing information.					
7. Acknowledges adherence to rules and procedures.					
8. Teacher fairly applies consequences.					
9. Teacher demonstrates an understanding of students' interests and backgrounds.					
10. Teacher displays behaviors that indicate affection for students.					
11. Teacher displays behaviors that indicate objectivity and control.					
12. Teacher displays behaviors that indicate values and respects for all students.					
13. Teacher probes incorrect responses.					
14. Teacher scaffolds instruction.					
15. Teacher differentiates instruction.					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

PUPIL ENGAGEMENT:	Learning Objective:	Lesson Agenda:
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GADSDEN COUNTY TEACHER EVALUATION

Low		Med		High		Essential Question:		Bell Ringer:					
0-74%		75-89%		90-100%									
VARIETY OF INSTRUCTION													
•Variety of Strategies		•Check		•Compare† -									
•Connect†		•Listen		•Summarize†									
• Graphic† • Groups† • Scaffold • Hypothesis†													
COGNITIVE LEVEL: *													
1 – Knowledge		2 – Comprehension											
3 – Application		4 – Analysis											
5 – Synthesis		6 – Evaluation											
ROUTINES / ASSESSMENT & STANDARDS						What is the teacher doing?		What are the students doing?					
•Goal†		•Praise/Recognition†											
•Rubric		•Homework Analyzed†											
•Relates lesson to standard													
•Details expectations of standard proficiency													
GRADE LEVEL:													
N/A		Below		At		Above							
SUPPORT FOR ENGLISH LEARNERS													
• Enunciation		•Understand		•Varied Technique									
•Frequent Responses		•Choral/Group		•Academic Language									
•Graphic Organizers													
VARIETY OF INSTRUCTION						ROUTINES/ASSESSMENT & STANDARDS		SUPPORT FOR ENGLISH LANGUAGE LEARNERS					
<ul style="list-style-type: none">• Illustrate – Gives info, illustrates concepts with 2 or more approaches and strategies.• Checks – Questions to check that pupils track lesson. Differs from ELD, as CFU there aims to determine depth/quality of understanding• Compare – Ask student to compare, contrast, classify or use analogies or metaphors• Connect to Prior Knowledge – Can be calling up earlier relevant experience or review• Listens Actively – Teacher restates, reframes, or poses questions to extend pupils' thinking• Summarizing/Note Taking – Teacher requires pupils to perform either behavior• Graphic Organizers/Non-Linguistic Representation – Teacher uses or requires these devices• Groups – Pupils work in structured way in groups or pairs to accomplish specific tasks that promote learning• Scaffold – Intentional use of information, strategies or props to temporarily support the learner while she builds expertise, extends knowledge, or refines basic skills. E.g., teacher may have pupils highlight researched items to assist with organization, categorization, conducting future research.• Generating/test a hypothesis – Teacher/student pose or test hypothesis						<ul style="list-style-type: none">• Goal – Teacher announces learning goal or objective of lesson• Praise/Recognition – Any respectful teacher behavior designed to foster greater, or more specified pupil learning• Rubric – Scoring guides available/visible to help students determine quality of their own work• Homework - Analyzed/displayed• Relates Lesson to Standard – Teacher clearly identifies what students shall learn according to the standard – No need to call out number of standard• Details Proficiencies Expectations – Teacher clearly identifies “how good is good enough” according to standard being taught – identifies what master looks like		<ul style="list-style-type: none">• Model – Teacher clearly enunciates and correctly models use of English, free of all errors• Understanding – Teacher ascertains by question, observation or inference depth and quality of ELL’s comprehension• Technique – Teacher employs two or more to assure ELL comprehension. E.g., body language, media, hands-on activities• Key Task – Teacher explains or demonstrates critical tasks in a variety of ways, e.g., saying, showing, modeling• Responses – Teacher elicits frequent verbal or nonverbal responses• Choral –Teacher calls for choral, group or interactive work from students• Graphic Organizer – Teacher adapts content through graphic organizers, study guides, outlines, highlighted or summarized text• Language – Teacher explicitly guides development or proficiency in academic language					
										STANDARD LEVEL		COGNITIVE LEVEL	
										<ul style="list-style-type: none">• At Grade Level – Lesson clearly teaches some portion of standard from grade level observed – Lesson need not address or attempt all standard		<ul style="list-style-type: none">• Cognitive Level – Highest level pupils required/invited to perform	
ENGAGEMENT													
<ul style="list-style-type: none">• Engagement - % pupils actively attending													
Arrange	Level One Activities Recall	I Infer Categorize Collect Display Identify Patterns Organize Construct Modify Predict Interpret Distinguish Use Context Make Observations Summarize Show Graph Classify Separate Cause/Effect Estimate Compare Relate	Level Two Activities Skill/Concept	Revise Appraise Assess Develop a Argument Construct Critique Formulate Hypothesize Draw Conclusions Cite Evidence Differentiate Investigate Compare Use Concepts to Solve Non-Routine Problem Explain Phenomena In Terms of Concepts Develop a Logical Arguments	Level Three Activities Strategic Thinking	Design	Level Four Activities Extended Thinking						
Calculate						Connect		Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.					
Define						Prove			Apply mathematical model to illuminate a problem or situation.				
Draw Identify						Synthesize				Analyze and synthesize information from multiple sources.			
Illustrate						Critique					Describe and illustrate how common themes are found across texts from different cultures.		
Label	Analyze	Design a mathematical model to inform and solve a practical or abstract situation.											
List	Create												
Match	Apply Concept												
Measure													
Memorize													
Name													
Recall Quote													
Recite													
Recognize													
Repeat													
State													
Tabulate													
Tell Use													
Who													
What													
When Where													
Why													