**APPENDIX D- DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS**

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| **Teacher Name:** |  |  | **Grade Level:** |  | **Date:** |  | **Time In:** |  |
| **Evaluator’s Name:** |  |  | **Subject:** |  | **Observation**  **Number:** |  | **Time Out:** |  |

**Involving Routine Events: Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.**

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| **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.**

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| **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.**

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| **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**

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| **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 |

**GADSDEN TEACHER EVALUATION FORM A**

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| **PUPIL ENGAGEMENT:** | | | | | | | | | | | | | **Learning Objective:**  **Essential Question:** | | | **Lesson Agenda:**  **Bell Ringer:** | | | |
| Low | | | | Med | | | | High | | | | |
| 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**   * **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 | | | | | | | | | | | | | **ROUTINES/ASSESSMENT & STANDARDS**   * **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 | | | | **SUPPORT FOR ENGLISH LANGUAGE LEARNERS**   * **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 non verbal 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**   * **At Grade Level** – Lesson clearly teaches some portion of standard from grade level observed – Lesson need not address or attempt all standard | | | | **COGNITIVE LEVEL**   * **Cognitive Level** – Highest level pupils required/invited to perform | | |
| **ENGAGEMENT**   * **Engagement** - % pupils actively attending | | | |
| Arrange  Calculate  Define  Draw Identify  Illustrate  Label  List  Match  Measure  Memorize  Name  Recall Quote  Recite  Recognize  Repeat  State  Tabulate  Tell Use  Who  What  When Where  Why | | **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  Connect  Prove  Synthesize  Critique  Analyze  Create  Apply Concept | **Level Four Activities**  **Extended Thinking** |
| Recall elements and details of story structure, such as sequence of events, character, plot and setting.  Conduct basic mathematical  calculations.  Label locations on a map.  Represent in words or diagrams a scientific concept or relationship.  Perform routine procedures like  measuring length or using punctuation marks correctly.  Describe the features of a place or people. | | | | | | | | | | Identify and summarize the major events in a narrative.  Use context cues to identify the meaning of unfamiliar words.  Solve routine multiple-step problems.  Describe the cause/effect of a particular event.  Identify patterns in events or  behavior.  Formulate a routine problem given data and conditions.  Organize, represent and interpret data. | Identify and summarize the major  events in a narrative.  Use context cues to identify the  meaning of unfamiliar words.  Solve routine multiple-step problems.  Describe the cause/effect of a  particular event.  Identify patterns in events or  behavior.  Formulate a routine problem given  data and conditions.  Organize, represent and interpret  data. | | | Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.  Apply mathematical model to illuminate a problem or situation.  Analyze and synthesize  information from multiple sources.  Describe and illustrate how common themes are found across texts from different cultures.  Design a mathematical model to inform and solve a practical or abstract situation. |

***Webb, Norman L. and others. “Web Alignment Tool” 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.***

**GADSDEN TEACHER EVALUATION FORM A**

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