

The information below demonstrates how our completers apply professional knowledge, skills, and dispositions. Alumni who are three years into their career are asked to submit their most recent classroom observation evaluation completed by their employer. The forms are reviewed and categorized using a 4 point scale (Ineffective=1, Developing=2, Effective=3, Highly Effective=4). If the observation form includes a rating in a specific category (R1.1 Learner and Learning, R1.2 Content, R1.3 Instructional Practice, or R1.4 Professional Responsibility) the rating is equated to the 4 point scale.

NOTE: Classroom Observations were not requested from 2016-17 Completers during the 2020-21 academic year because of the pandemic. Observations were requested of the 2018-19 candidates during the 2022-23 academic year but none were voluntarily submitted.

3 Year Classroom Observations  
Aggregate Initial Program Completers  
2014-15 Completers

| Three Year Observation Ratings | Learner and Learning (R1.1)<br>N=10 | Content (R1.2)<br>N=9 | Instructional Practice (R1.3)<br>N=10 | Professional Responsibility (R1.4)<br>N=8 | Overall<br>N=9 |
|--------------------------------|-------------------------------------|-----------------------|---------------------------------------|---|----------------|
| <b>Mean</b>                    | 3.21                                | 3.11                  | 3.00                                  | 3.29                                      | 3.11           |
| <b>Median</b>                  | 3                                   | 3                     | 3                                     | 3   | 3              |
| <b>Mode</b>                    | 3                                   | 3                     | 3                                     | 3   | 3              |
| <b>Range</b>                   | 3-4                                 | 3-4                   | 2-3                                   | 3-4                                       | 3-4            |

3 Year Classroom Observations  
Aggregate Initial Program Completers  
2015-16 Completers

| Three Year Observation Ratings | Learner and Learning<br>N=2 | Content<br>N=2 | Instructional Practice<br>N=3 | Professional Responsibility<br>N=2 | Overall<br>N=3 |
|--------------------------------|-----------------------------|----------------|-------------------------------|------------------------------------|----------------|
| <b>MS.Ed. B-6</b>              | -                           | -              | 3.60                          | -                                  | 3.60           |
| <b>MS.Ed. FRE 5-12</b>         | 3.00                        | 3.00           | 3.00                          | 3.00                               | 3.00           |
| <b>BA TESOL</b>                | 4.00                        | 4.00           | 3.50                          | 4.00                               | 3.88           |
| <b>Mean</b>                    | 3.50                        | 3.50           | 3.37                          | 3.50                               | 3.49           |
| <b>Median</b>                  | 3.50                        | 3.50           | 3.50                          | 3.50                               | 3.60           |
| <b>Range</b>                   | 3-4                         | 3-4            | 3-3.6                         | 3-4                                | 3-3.88         |

3 Year Classroom Observations  
 Aggregate Initial Program Completers  
 2017-18 Completers

| <b>Three Year Observation Ratings</b> | <b>Learner and Learning<br/>N=4</b> | <b>Content<br/>N=4</b> | <b>Instructional Practice<br/>N=4</b> | <b>Professional Responsibility<br/>N=2</b> | <b>Overall<br/>N=3</b> |
|---------------------------------------|-------------------------------------|------------------------|---------------------------------------|--|------------------------|
| <b>MS.Ed. B-6</b>                     | 4                                   | 4                      | 4                                     |  | 4                      |
| <b>MS. Ed B-6</b>                     | 3.37                                | 3                      | 3                                     | 3.5  | 3.22                   |
| <b>BA. MASS</b>                       | 4                                   | 4                      | 4                                     |  | 4                      |
| <b>BA LASP</b>                        | 4                                   | 4                      | 3                                     | 4  | 3.75                   |
| <b>Mean</b>                           | 3.84                                | 3.75                   | 3.5                                   | 3.75                                       | 3.74                   |
| <b>Median</b>                         | 3.69                                | 3.5                    | 3.5                                   | 3.75                                       | 3.88                   |
| <b>Range</b>                          | 3.37-4                              | 3-4                    | 3-4                                   | 3.5-4                                      | 3.22-4                 |

3 years  
Secondary Social  
Studies



Export to Excel Export to PDF  
Individual Staff Report

Amherst Middle School

Teacher Observation Rubric

Observation Form:

| Type of Observation  | Description  | Rating (Points)    | Unannounced (Dimensions 1-4) |
|--|--|--------------------|------------------------------|
| A. Dimensions 1-4 (Mandatory for all observations) averaged with Lesson Design Score   |  | 3.75               |                              |
| 01. Organization, Rules, and Procedures: How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations? |  | 3 Effective        |                              |
| 02. Positive Relationships: How does the teacher build meaningful relationships with the students and among students to promote learning?                              |  | 4 Highly Effective |                              |
| 03. Engagement and Enjoyment: How does the teacher motivate students to do their best work and inspire the love of learning?   |  | 4 Highly Effective |                              |
| 04. Culture of Thinking and Learning: How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?             |  | 4 Highly Effective |                              |
| Completed By: [Redacted] 05/05/2022 11:00 AM   |  |                    |                              |
| Pre-Conference   |  |                    |                              |
| Pre-Conference Information Review  |  |                    |                              |
| Type of Observation  | Description <td>Rating (Points)</td> <td>Unannounced (Dimensions 1-4)</td> | Rating (Points)    | Unannounced (Dimensions 1-4) |
| A. Dimensions 1-4 (Mandatory for all observations) averaged with Lesson Design Score   |  | 3.8                |                              |
| 01. Organization, Rules, and Procedures: How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations? |  | 3 Effective        |                              |
| 02. Positive Relationships: How does the teacher build meaningful relationships with the students and among students to promote learning?                              |  | 4 Highly Effective |                              |
| 03. Engagement and Enjoyment: How does the teacher motivate students to do their best work and inspire the love of learning?   |  | 4 Highly Effective |                              |
| 04. Culture of Thinking and Learning: How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?             |  | 4 Highly Effective |                              |
| Lesson Design  |  |                    |                              |
| 1. Objective - Designed to allow students to know what they will learn and how they will show what they have learned.  |  |                    |                              |
| <ul style="list-style-type: none"> <li>• Learning (content)</li> <li>• Behavior (activity)</li> <li>• Conditions</li> <li>• Performance</li> </ul>                     |  |                    |                              |
| 2. Set - Focuses students on learning  |  |                    |                              |
| 3. Input - Gives the students the information that they need   |  |                    |                              |
| 4. Modeling - Shows the process &/or product   |  |                    |                              |
| 5. Guided Practice - Students demonstrate new learning with teacher guidance   |  |                    |                              |
| 6. Closure - Allows students opportunity to summarize & internalize new learning   |  |                    |                              |

Leanne Newman

SECOND SOU

10-20

Confident



|   |  |
|---|--|
| <p>6. Closure - Allows students opportunity to summarize &amp; internalize new learning</p> <p>Completed By: <b>Michelle</b> Date: <b>02/02/2022</b> Time from: <b>1:40 AM</b> Time until: <b>1:50 AM</b></p> <p>Description</p>  | <p>4 Highly Effective</p> <p>Rating (Points)</p> |
| <p><b>Pre-Conference</b></p>  |  |
| <p>Pre-Conference Information Review</p>  |  |
| <p>Completed</p>  |  |
| <p><b>Type of Observation</b></p>   |  |
| <p>Completed By: <b>Michelle</b> Date: <b>02/11/2022</b> Time from: <b>1:50 AM</b> Time until: <b>2:05 PM</b></p> <p>Description</p>  |  |
| <p><b>Type of Observation</b></p>   |  |
| <p>Announced #2 (Dimensions 1-4 &amp; Lesson Design) - Schedule B</p>   |  |
| <p>A. Dimensions 1-4 (Mandatory for all observations) averaged with Lesson Design Score</p>   |  |
| <p>3.76</p>   |  |
| <p>01. Organization, Rules, and Procedures: How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?</p>   |  |
| <p>4 Highly Effective</p>   |  |
| <p>02. Positive Relationships: How does the teacher build meaningful relationships with the students and among students to promote learning?</p>  |  |
| <p>4 Highly Effective</p>   |  |
| <p>03. Engagement and Enjoyment: How does the teacher motivate students to do their best work and inspire the love of learning?</p>   |  |
| <p>3 Effective</p>  |  |
| <p>04. Culture of Thinking and Learning: How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?</p>   |  |
| <p>4 Highly Effective</p>   |  |
| <p>Lesson Design</p>  |  |
| <p>3.8</p>  |  |
| <p>1. Objective - Designed to allow students to know what they will learn and how they will show what they have learned.</p>  |  |
| <p>4 Highly Effective</p>   |  |
| <ul style="list-style-type: none"> <li>• Learning (content)</li> <li>• Behavior (activity)</li> <li>• Conditions</li> <li>• Performance</li> </ul>  |  |
| <p>2. Set - Focuses students on learning</p>  |  |
| <p>4 Highly Effective</p>   |  |
| <p>3. Input - Gives the students the information that they need</p>   |  |
| <p>4 Highly Effective</p>   |  |
| <p>4. Modeling - Shows the process &amp;/or product</p>   |  |
| <p>4 Highly Effective</p>   |  |
| <p>5. Guided Practice - Students demonstrate new learning with teacher guidance</p>   |  |
| <p>4 Highly Effective</p>   |  |
| <p>6. Closure - Allows students opportunity to summarize &amp; internalize new learning</p>   |  |
| <p>3 Effective</p>  |  |
| <p>4 Highly Effective</p>   |  |
| <p><b>Discussion Board</b></p>  |  |
| <p>Announced - [redacted] 2/11/22 Praise: We discussed your pride in your set and closure in particular, and then discussed the relevance of your clear objective given the strong task analysis that benefited both student learning and your formal closure. Connecting to the "paradigmatic" is certainly a topic we can all appreciate. Additionally, the input and consistent questioning near the top of bloom's taxonomy we're all relative strengths. Pose: How might you improve upon the need for increased active participation throughout practice in your later classes by learning from your experience in this one? Propose: You reflected on the need for increased time during the practice component of your lesson. We further investigated the opportunities that exist by monitoring and adjusting, in part through questioning at a consistent high-level, to assess whether some information is needed, or not, and whether students may be ready to move on sooner which would provide increased practice time.</p> |  |

*learners*

*Confidential*

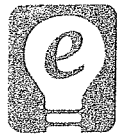
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3

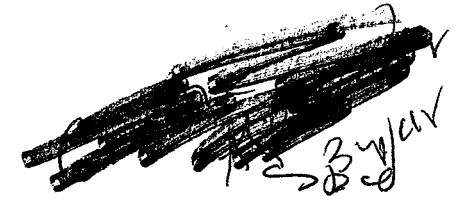
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Undergrad special ed  
1-6  
3 year



**eDoctrina**

**Individual Staff Report**



~~Blacked out name~~ Elementary  
5 per

**Completed CSD Teacher Observation Rubric**

**Teacher Observation**

| Completed By: Bulter, David 02/02/2022   Time from: 09:14 AM, Time until: 10:14 AM   |  |
|--|--|
| Description  | Rating (Points)                              |
| <b>0.Type</b>  | Observation Form (Announced for Non-tenured) |
| <b>B. Observation Components</b>   | 3.7778                                       |
| <b>I. PLANNING &amp; PREPARATION (Announced 25%)</b>   |  |
| <b>Component 1a: Demonstrating Knowledge of Content and Pedagogy</b>   | Highly Effective                             |
| <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related pedagogy</li> </ul>   |  |
| <b>1a. Demonstrating Knowledge of Content and Pedagogy (Observer Comments):</b>  |  |
| <b>Component 1b: Demonstrating Knowledge of Students</b>   | Highly Effective                             |
| <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills, knowledge, and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul> |  |
| <b>1b. Demonstrating Knowledge of Students (Observer Comments):</b>  |  |
| <b>Component 1c: Setting Instructional Outcomes</b>  | Highly Effective                             |
| <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul>   |  |
| <b>1c: Setting Instructional Outcomes (Observer Comments):</b>   |  |
| <b>Component 1e: Designing Coherent Instruction</b>  | Effective                                    |
| <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> </ul>   |  |

|   |                  |
|---|------------------|
| <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul>   |                  |
| <b>1e: Designing Coherent Instruction (Observer Comments):</b>  |                  |
| <b>Component 1f: Designing Student Assessments</b> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> <li>• Use for planning</li> </ul>  | Effective        |
| <b>1f: Designing Student Assessments (Observer Comments):</b>   |                  |
| <b>II. THE CLASSROOM ENVIRONMENT (Announced 25%)</b>  |                  |
| <b>Component 2e: Organizing Physical Space</b> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and physical resources</li> </ul>  | Highly Effective |
| <b>2e: Organizing Physical Space (Observer Comments):</b>   |                  |
| <p>██████████ UPK classroom is neat and organized.</p> <ul style="list-style-type: none"> <li>• Students moved their desks into two separate circles to form two distinct center groups.</li> <li>• ██████████ and the teacher aide had the materials and supplies needed for each lesson organized and ready.</li> <li>• The classroom is very clean and safe for her students.</li> </ul> |                  |
| <b>Component 2a: Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interactions with other students</li> </ul>   | Highly Effective |
| <b>2a: Creating an Environment of Respect and Rapport (Observer Comments):</b>  |                  |
| <ul style="list-style-type: none"> <li>• ██████████ was very respectful the students as she worked with them in her center.</li> <li>• The teacher aide was very respectful to her group of students as they completed a Groundhog's Day project.</li> <li>• Students had positive interactions with their peers as they worked in two different centers.</li> </ul>                        |                  |
| <b>Component 2c: Managing Classroom Procedures</b> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul>  | Highly Effective |
| <b>2c: Managing Classroom Procedures (Observer Comments):</b>   |                  |
| <p>After she explained that they were going to work in centers, students moved their desks to create two different circles in the classroom.</p>  |                  |



After the two centers were completed, students cleaned up and got ready for playtime.

Students moved their desks back into rows.

- Students transitioned from one center to the next in a very fluid manner.
- It was clear that extensive planning with the teacher aide occurred prior to this lesson. Cristie works very well with this teacher aide.

**Component 2d: Managing Student Behavior**

Highly Effective

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

**2d: Managing Student Behavior (Observer Comments):**

- Students were on-task and focused during each center.
- There were no signs of student misbehavior during this observation.
- [REDACTED] and the teacher aide monitored each child as they worked at each center.
- [REDACTED] has established clear expectations for student's behavior in her UPK classroom.

**III. INSTRUCTION (Announced 15%)**

**Component 3b: Using Questioning and Discussion Techniques**

Effective

- Quality of questions
- Discussion techniques
- Student participation

**3b: Using Questioning and Discussion Techniques (Observer Comments):**

- Students willingly participated in each center during this observation.
- [REDACTED] asked the students to clap out the number of syllables and glue pictures in the correct corresponding columns on a graphic organizer.
- Students shared that they could see the shadow while working with the teacher aide.

**Component 3c: Engaging Students in Learning**

Highly Effective

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

**3c: Engaging Students in Learning (Observer Comments):**

[REDACTED] began this lesson by explaining they were going to move into centers. She explained that one group would be working with her and the other group would be working with the teacher aide in the classroom. After the students moved their desks, [REDACTED] started her lesson by asking the students to clap out the number of syllables in the following students' names: Dean, [REDACTED]. As she clapped out each name with the students, she reviewed the number of syllables in each child's name. Next, she showed the students a groundhog graphic organizer. This worksheet contained columns that were labeled 1 syllable, 2 syllables and 3 syllables. [REDACTED] handed out this worksheet to each child and asked them to get a glue stick out to glue pictures in the

corresponding column.

First, [redacted] asked the students to find the picture of the frog.

Next, [redacted] asked the students to clap out the number of syllables in the word /frog/. After they did this, they determined that the word /frog/ contained one syllable.

Students glued the picture of the frog in the column that was labeled 1 syllable to the graphic organizer.

She followed this same procedure for the following words: frog, monkey, cake, dolphin, volcano, robot, octopus, unicorn, fish. After the group clapped and determined the number of syllables in each word, they glued it to the groundhog graphic organizer.

[redacted] followed a similar procedure for the second group of students. However, the students in the second group were asked to finish the last two words on their own. Once again, many of the students successfully sorted these words based on the number of syllables in each word.

At the end of the center, she asked students to write their name at the top of the page and place it in the bin in the classroom.

Halfway through center time, Cristie switched groups.

The second group of students completed a Groundhog Day project.

During this center, the students completed a Groundhog's Day project by performing the following tasks: Glued eyes on groundhog craft. Glued two paper circles to create ears on the groundhog. Glued paper arms on the groundhog. Glued the nose on the groundhog. Glued teeth on the groundhog. Glued decorations on the background. The teacher aide utilized a flashlight to shine a light on the groundhog they made to see if it saw his shadow. After each child saw the shadow of their groundhog, the teacher aide read a poem aloud to the students, and had them act out what a groundhog would do if he saw his shadow.

**Component 3d: Using Assessment in Instruction**

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

Effective

**3d: Using Assessment in Instruction (Observer Comments):**

[redacted] handed out this worksheet to each child and asked them to get a glue stick out to glue pictures in the corresponding column. After the group clapped and determined the number of syllables in each word, they glued it to the groundhog graphic organizer.

During this time period, she monitored where each child glued each picture to check for understanding. Most students appeared to determine the correct number of syllables in each word. However, [redacted] needed to help a few students because this task was difficult for them.

**IV. PROFESSIONAL RESPONSIBILITIES (Announced 25%)**

**Component 4a: Reflecting on Teaching**

- Accuracy
- Use in future teaching

Highly Effective

**4a: Reflecting on Teaching (Observer Comments):**

**Component 4e: Growing and Developing Professionally**

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Highly Effective

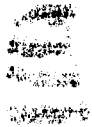
|  |                  |
|--|------------------|
| <b>4e: Growing and Developing Professionally (Observer Comments):</b>  |                  |
| <b>Component 4f: Showing Professionalism</b> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision making</li> <li>• Compliance with school and district regulations</li> </ul>  | Highly Effective |
| <b>4f: Showing Professionalism (Observer Comments):</b>  |                  |
| <ul style="list-style-type: none"> <li>• [REDACTED] is a very honest and reliable staff member.</li> <li>• [REDACTED] behaves professionally at all times when interacting with students, staff and parents.</li> <li>• [REDACTED] has established positive relationships with her colleagues in our school.</li> <li>• [REDACTED] is a very friendly and positive teacher.</li> </ul> |                  |

## Totals

|  |     |
|--|-----|
| <b>Based on AVERAGE Scores - Excluding Blank ratings in calculation.</b> | 0.0 |
|--|-----|

Observee \_\_\_\_\_ Date \_\_\_\_\_

Observer/Supervisor \_\_\_\_\_ Date \_\_\_\_\_



3 year B-Lo  
grad

Observation Summary and notes:

Date: 3/17

Observer: [REDACTED]

Teacher: A [REDACTED] ons

8:30am - ELA AIS - Test prep

3 year

- As I enter students are finishing up morning work - students are working on spelling city with spelling words
- Teacher sets timer for 2 minutes - students must clean up and get out AIS materials
- Board shows test taking tricks Thursday
- Learning objective is posted on board
- Teacher gives time warning - 8:37
- Teacher walks around the room making sure all students have what they need out. Some students chatting, some students still looking for materials 8:39
- Teacher asks "who can remind me what the word "infer" means? - teacher gives wait time
- Students share answers
- Teacher rereads paragraph 18
- Teacher calls on student to reread - Student reads too quietly to hear - teacher does not correct or ask for strong voice
- Teacher reviews words in paragraph - "brief" many students raise hands, "gleaming" - many students get the definition wrong - teacher should explain how you find out the word using context clues
- Teacher reviews author's purpose - "what does the author want us to understand"
- Teacher continues to lead AQA and model correct POP

Notes:

[REDACTED], I thoroughly enjoyed watching you teach the close reading/AQA method! It was clear that you were prepared with your lesson and were comfortable with the reading passage. It is also evident that both you and your students have an understanding of the AQA reading strategy and have become professional close readers. This is going to be so important for when they move to middle school.

Your students clearly understand your rules and expectations and your classroom is a place that is safe, welcoming and open. Your students enjoy learning from you and you have created relationships with them that have made them want to work hard for you and with you.

You incorporated TLC techniques such as circulate and cold call throughout your lesson. You also added in rewards for student participation which created engagement and on task behaviors.

You consistently relied on students for answers and asked them to explain their answers and think deeper about the author's purpose and the meaning of words. You also used the smartboard efficiently and effectively. Your lesson moved quickly which helped students stay on task and interested. Your classroom is a great place to be, and you and Mrs. Warchocki work so well together.

B-Lo

Here are my suggestions:

- Add more teacher excitement about the content. Students will follow your lead. They want to please you and they will get just as excited as you are.
- Don't forget to discuss the learning objective. Explain how the objective serves a purpose and what students should know by the end of the class period.
- Incorporate more peer to peer discussion. This should be done in a way that is quick, timed, and purposeful. For example, "Take 10 seconds, turn to your partner and tell them what the POP is and why" - set timer...
- Find ways to make the reading passages more interesting (since they are often pretty dry) by showing short videos or making text to self or text to world connections as you read.

# Student Engagement

2/17/831

A1

| Area                      | Active Learning  | Questioning   | Lesson Delivery & Support   |
|---------------------------|--|---|---|
| <b>Mastery</b>            | <p>All students are authentically, and actively engaged in the learning process nearly all of the time.</p> <p>Technology use is efficient and effective, students are on task.</p> <p>Technology management software is used (Hapara/Go Guardian).</p> <p>Learning is student-centered, students are asked to make the <u>most of the decisions about a task, activity, or work associated with an outcome.</u></p> | <p>The teacher uses a variety of series of <u>questions or prompts to challenge students cognitively.</u></p> <p>The teacher uses questioning to <u>guide the students.</u></p> <p>Students formulate questions, initiate topics, challenge one another's thinking.</p>                                       | <p>The teacher is engaging and <u>responsive, uses appropriate eye contact and non-verbal communication.</u></p> <p>The teacher is <u>constructive in both tone and content of their speech.</u></p> <p>The teacher differentiates the visual, verbal, and engaging supports for students of all learning levels throughout the lesson.</p> |
|                           | <p>All students are independently, actively engaged in the majority of the learning process.</p> <p>Technology is incorporated in the lesson, most students are on task, technology management software is not used (Hapara/Go Guardian)</p> <p>Learning is student-centered. Students are asked to make the most decisions.</p>   | <p>The teacher uses some low-level questions, they pose questions designed to promote student thinking and understanding.</p> <p>The teacher asks questions relevant to the content.</p> <p>The teacher prompts students to justify their thinking, successfully engages most students in the discussion.</p> | <p>The teacher incorporates appropriate eye contact and effective non-verbal communication.</p> <p>The teacher avoids distracting speech patterns such as filler words.</p> <p>The teacher has varied forms of lesson interaction including visual and verbal supports.</p>   |
|                           | <p>All students are independently and actively engaged in the learning process occasionally.</p> <p>Technology use is inefficient, some students are off task, and technology management software is not used (Hapara/Go Guardian).</p> <p>Students are occasionally asked to make decisions.</p>  | <p>The teacher's questions lead students through a single path of inquiry.</p> <p>The answers to questions are determined in advance, with no room for discussion.</p> <p>The teacher attempts to ask some questions to engage students, but only a few students are involved.</p>                            | <p>The teacher's volume and diction allow the lesson to be followed, however, it is unengaging.</p> <p>The teacher provides some visual support for the lesson to clarify the content.</p>  |
| <b>In Need of Support</b> | <p>All students are not independently and actively engaged in the learning process</p> <p>Learning is only teacher-directed.</p> <p>Technology use is counter-productive to learning.</p> <p>Students are not asked to make decisions.</p>   | <p>The teacher's questions are of low cognitive challenge, with a single correct response.</p> <p>The teacher re-asks questions in rapid succession.</p> <p>Interaction between the teacher and students is recitation style, with the teacher mediating all questions and answers.</p>                       | <p>The teacher uses inappropriate gestures and/or speech during the lesson.</p> <p>The teacher displays a negative attitude in tone.</p> <p>The teacher does not use any form of visual support for the lesson.</p>   |



# Planning & Curriculum

| Area                      | Lesson Planning  | Curriculum  | Instructional Alignment  |
|---------------------------|--|---|--|
| <b>Mastery</b>            | <p>The teacher follows the BuffSci Lesson Plan template, and all components are represented in the lesson plan.</p> <p>The teacher's lesson plans are extremely detailed and specific, summarizing what students will do and how the teacher will interact with them throughout the class.</p> <p>The lesson plans provide students with interesting and engaging learning opportunities and are creative yet well structured.</p> | <p>The teacher developed a complete lesson using BuffSci's Core Curriculum.</p> <ul style="list-style-type: none"> <li>• ES: Eureka Math, Wit &amp; Wisdom, FOSS, Fountas &amp; Pinnell, Phonics First, Bridges</li> <li>• MS: Eureka Math, Wit &amp; Wisdom/Actively Learn, FOSS</li> <li>• HS: Eureka Math, Wit &amp; Wisdom/Actively Learn, New Visions</li> </ul> <p>The teacher included supplemental resources and unique learning activities to better meet the needs of their students and promote engagement. (eg. Teacher Toolbox, Peardeck, Nearpod, Kami, Stations, Centers, etc...).</p> | <p>The learning objective and lesson content is directly aligned to a Common Core Learning Standard or NYS Learning Standard.</p> <p>The lesson reinforces prior knowledge.</p> <p>The lesson reinforces critical academic vocabulary.</p> <p>The lesson includes differentiation components for all students.</p> |
|                           | <p>The teacher follows the BuffSci Lesson Plan template, and all components are represented in the lesson plan.</p> <p>The teacher's lesson plans are well organized, informative, and include specific details for each component of the lesson.</p>  | <p>The teacher developed a complete lesson using BuffSci's Core Curriculum.</p> <ul style="list-style-type: none"> <li>• ES: Eureka Math, Wit &amp; Wisdom, FOSS, Fountas &amp; Pinnell, Phonics First, Bridges</li> <li>• MS: Eureka Math, Wit &amp; Wisdom/Actively Learn, FOSS</li> <li>• HS: Eureka Math, Wit &amp; Wisdom/Actively Learn, New Visions</li> </ul>   | <p>The learning objective and lesson content is directly aligned to a Common Core Learning Standard or NYS Learning Standard.</p> <p>The lesson includes differentiation components for all students.</p>  |
|                           | <p>The teacher includes some elements of the BuffSci Lesson Plan template, but not all components are represented.</p> <p>Lesson plans are basic and lack detail or insight, it is difficult to tell what will happen during the lesson.</p>   | <p>The teacher has included some components of BuffSci's Core Curriculum in the lesson.</p> <ul style="list-style-type: none"> <li>• ES: Eureka Math, Wit &amp; Wisdom, FOSS, Fountas &amp; Pinnell, Phonics First, Bridges</li> <li>• MS: Eureka Math, Wit &amp; Wisdom/Actively Learn, FOSS</li> <li>• HS: Eureka Math, Wit &amp; Wisdom/Actively Learn, New Visions</li> </ul> <p>The majority of instruction is derived from another source, not core curriculum.</p>   | <p>The lesson has a learning objective.</p> <p>The lesson content is not aligned to the learning objective.</p> <p>The learning objective is not aligned to the Common Core Learning Standard or NYS Learning Standard represented in the lesson.</p>  |
| <b>In Need of Support</b> | <p>The teacher does not follow the BuffSci Lesson Plan template.</p> <p>The teacher often has lesson plans with no information or insufficient information regularly.</p>  | <p>The teacher does not use BuffSci's Core Curriculum.</p> <ul style="list-style-type: none"> <li>• ES: Eureka Math, Wit &amp; Wisdom, FOSS, Fountas &amp; Pinnell, Phonics First, Bridges</li> <li>• MS: Eureka Math, Wit &amp; Wisdom/Actively Learn, FOSS</li> <li>• HS: Eureka Math, Wit &amp; Wisdom/Actively Learn, New Visions</li> </ul> <p>The lesson includes components derived from inappropriate or non-instructional sources.</p>   | <p>The lesson does not have a learning objective.</p> <p>The lesson is not aligned to a Common Core Learning Standard or NYS Learning Standard.</p> <p>The lesson does not correctly fit within the scope and sequence of the course.</p>  |



# Instructional Strategies

| Area                      | Data-Based Feedback  | Teach Like a Champion  | Culture of Learning  |          |           |              |             |               |         |      |             |            |   |
|---------------------------|--|--|--|----------|-----------|--------------|-------------|---------------|---------|------|-------------|------------|---|
| <b>Mastery</b>            | <p>The teacher constantly takes the pulse of the class.</p> <p>The teacher offers positive reinforcement and feedback.</p> <p>The teacher provides ample opportunities for students to have peer-to-peer interactions within the class.</p>          | <p>Five or more TLC practices are implemented by the teacher:</p> <table style="width: 100%; border: none;"> <tr> <td>Circulate ✓</td> <td>Do Now ✓</td> </tr> <tr> <td>Threshold</td> <td>Strong Start</td> </tr> <tr> <td>Cold Call ✓</td> <td>Questioning ✓</td> </tr> <tr> <td>Closure</td> <td>100%</td> </tr> <tr> <td>Wait Time ✓</td> <td>No Opt Out</td> </tr> </table> | Circulate ✓  | Do Now ✓ | Threshold | Strong Start | Cold Call ✓ | Questioning ✓ | Closure | 100% | Wait Time ✓ | No Opt Out | <p>Three or more of the following are observed:</p> <p>Engages students in higher-order thinking. ✓</p> <p>Challenges students to support with evidence. ✓</p> <p>Uses effective questioning and recognition techniques. ✓</p> <p>Encourages discussion, dialogue, and debate.</p> <p>Uses technology as a learning tool. ✓</p> <p>Encourages use of academic vocabulary.</p> |
| Circulate ✓               | Do Now ✓   |  |  |          |           |              |             |               |         |      |             |            |   |
| Threshold                 | Strong Start   |  |  |          |           |              |             |               |         |      |             |            |   |
| Cold Call ✓               | Questioning ✓  |  |  |          |           |              |             |               |         |      |             |            |   |
| Closure                   | 100%   |  |  |          |           |              |             |               |         |      |             |            |   |
| Wait Time ✓               | No Opt Out   |  |  |          |           |              |             |               |         |      |             |            |   |
|                           | <p>The teacher provides regular positive feedback to students while checking for understanding throughout the class.</p> <p>The teacher incorporates at least one opportunity for students to have peer-to-peer interactions within the class.</p>   | <p>Three to four TLC practices are implemented by the teacher:</p> <table style="width: 100%; border: none;"> <tr> <td>Circulate</td> <td>Do Now</td> </tr> <tr> <td>Threshold</td> <td>Strong Start</td> </tr> <tr> <td>Cold Call</td> <td>Questioning</td> </tr> <tr> <td>Closure</td> <td>100%</td> </tr> <tr> <td>Wait Time</td> <td>No Opt Out</td> </tr> </table>          | Circulate  | Do Now   | Threshold | Strong Start | Cold Call   | Questioning   | Closure | 100% | Wait Time   | No Opt Out | <p>At least two of the following are observed:</p> <p>Engages students in higher-order thinking.</p> <p>Challenges students to support with evidence.</p> <p>Uses effective questioning and recognition techniques.</p> <p>Encourages discussion, dialogue, and debate.</p> <p>Uses technology as a learning tool.</p> <p>Encourages use of academic vocabulary.</p>          |
| Circulate                 | Do Now   |  |  |          |           |              |             |               |         |      |             |            |   |
| Threshold                 | Strong Start   |  |  |          |           |              |             |               |         |      |             |            |   |
| Cold Call                 | Questioning  |  |  |          |           |              |             |               |         |      |             |            |   |
| Closure                   | 100%   |  |  |          |           |              |             |               |         |      |             |            |   |
| Wait Time                 | No Opt Out   |  |  |          |           |              |             |               |         |      |             |            |   |
| <b>Developing</b>         | <p>The teacher acknowledges students' responses, but the feedback is lacking depth.</p> <p>Feedback to students is inconsistent.</p> <p>No opportunities for students to have peer-to-peer interactions existed within the class.</p>                | <p>One to two TLC practices are implemented by the teacher:</p> <table style="width: 100%; border: none;"> <tr> <td>Circulate</td> <td>Do Now</td> </tr> <tr> <td>Threshold</td> <td>Strong Start</td> </tr> <tr> <td>Cold Call</td> <td>Questioning</td> </tr> <tr> <td>Closure</td> <td>100%</td> </tr> <tr> <td>Wait Time</td> <td>No Opt Out</td> </tr> </table>             | Circulate  | Do Now   | Threshold | Strong Start | Cold Call   | Questioning   | Closure | 100% | Wait Time   | No Opt Out | <p>One of the following is observed:</p> <p>Engages students in higher-order thinking.</p> <p>Challenges students to support with evidence.</p> <p>Uses effective questioning and recognition techniques.</p> <p>Encourages discussion, dialogue, and debate.</p> <p>Uses technology as a learning tool.</p> <p>Encourages use of academic vocabulary.</p>                    |
| Circulate                 | Do Now   |  |  |          |           |              |             |               |         |      |             |            |   |
| Threshold                 | Strong Start   |  |  |          |           |              |             |               |         |      |             |            |   |
| Cold Call                 | Questioning  |  |  |          |           |              |             |               |         |      |             |            |   |
| Closure                   | 100%   |  |  |          |           |              |             |               |         |      |             |            |   |
| Wait Time                 | No Opt Out   |  |  |          |           |              |             |               |         |      |             |            |   |
| <b>In Need of Support</b> | <p>The teacher provides non-constructive and/or discouraging feedback to students.</p> <p>The teacher compares student work to an ambiguous or unrealistic standard.</p> <p>The teacher responds to students in a negative or un-supportive way.</p> | <p>The teacher did not implement TLC practices in their classroom.</p> <p>Instructional strategies used by the teacher were counter-productive to learning.</p>  | <p>The teacher does not promote a culture of thinking and learning in the classroom.</p> |          |           |              |             |               |         |      |             |            |   |

# Learning Environment

| Area                      | Classroom Management   | Classroom Climate   | Pacing & Organization   |
|---------------------------|--|---|---|
| <b>Mastery</b>            | <p>Student behavior is entirely appropriate.</p> <p>Student misbehavior is very minor and handled swiftly.</p> <p>The teacher silently and subtly monitors student behavior.</p> <p>Student interactions are respectful.</p>   | <p>The classroom is safe.</p> <p>The physical layout of the class promotes learning and interaction (e.g., rich resources, encourages collaboration).</p> <p>Classroom interactions demonstrate caring for each other, and students self-regulate with support from peers and teachers.</p> | <p>Students take a role in the pacing and organization of the class.</p> <p>Students are self sufficiently acquiring materials and supplies.</p> <p>Students are following routines and procedures with minimal prompting from the teacher.</p> <p>Lesson transitions are tight, minimal, and smooth.</p> |
|                           | <p>Standards of conduct appear to have been established and are successful.</p> <p>Overall student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p>   | <p>The classroom is safe.</p> <p>The physical layout of the class promotes learning and interaction.</p> <p>Classroom interactions are consistently polite and respectful.</p>  | <p>The teacher is prepared and organized.</p> <p>The teacher has established routines and procedures to maximize instruction and learning time in class.</p> <p>Tight transitions are represented throughout the lesson.</p>  |
|                           | <p>The teacher attempts to maintain order in the classroom, referring to classroom rules but with uneven success.</p> <p>The teacher attempts to keep track of student behavior but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent, sometimes harsh, sometimes lenient.</p> | <p>The classroom is generally safe.</p> <p>The physical layout of the class occasionally promotes learning (e.g., rooms are tidy, but resources are scarce).</p> <p>Classroom interactions occasionally demonstrate disrespect.</p>   | <p>The teacher has prepared what is needed for the lesson.</p> <p>Individual components of the lesson are well-timed, however, inconsistencies in pacing may exist.</p>   |
| <b>In Need of Support</b> | <p>The classroom environment is chaotic with no standards of conduct evident.</p> <p>The teacher does not monitor student behavior.</p> <p>Students disrupt the classroom.</p>   | <p>The classroom is generally unsafe.</p> <p>The physical layout of the class does not promote learning (e.g., rooms are cluttered and messy).</p> <p>Classroom interactions are uncaring or disrespectful.</p>   | <p>The teacher is unorganized and unprepared.</p> <p>Pacing is inconsistent and between lesson transitions, there is wasted time.</p>   |



