Informal Teaching Evaluation

Residency Candidate_____Date_____ Lesson #_____

School_____Grade_____ Content_____

Designing and Planning Instruction	Score
Instructional Plans (IP)	
Student Work (SW)	
Assessment (AS)	
Learning Environment	**Score**
Expectations (EX)	
Managing Student Behavior (MSB)	
Environment (ENV)	
Respectful Culture (RC)	
Instruction	**Score**
Standards and Objectives (SO)	
Motivating Students (MS)	
Presenting Instructional Content (PIC)	
Lesson Structure and Pacing (LSP)	
Activities and Materials (ACT)	
Questioning (QU)	
Academic Feedback (FEED)	
Grouping Students (GRP)	
Teacher Content Knowledge (TCK)	
Teacher Knowledge of Students (TKS)	
Thinking (TH)	
Problem Solving (PS)	

Goals for Future Observations

Reinforcement objective:

Refinement Objective:

EdTPA
Supervisors may discuss how this observation aligns with the edTPA effective teaching cycle (planning, instruction, assessment, academic language, subject-specific emphasis).

Observer Signature_____ Date_____

Residency Candidate Signature_____ Date_____

Informal Teaching Evaluation Rubric

Level 5	Level 4	Level 3	Level 2	Level 1
A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them adeptly and without fail. He/she meets ambitious teaching and learning goals. Model of exemplary teaching.	**A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them skillfully and consistently.**	**A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities describes in the rubric.**	**A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently.**	**A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them.**

Planning

Environment

	Level 5	Level 4	Level 3	Level 2	Level 1
Managing Student Behavior	• Students are consistently well behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly.		• Students are mostly well behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but at other times, stops the lesson to address it. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.		• Students are not well behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction
Respectful Culture	Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Positive relationships and interdependence characterize the classroom.		Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.		Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

Instruction

Standards and Objectives	Standard aligned Learning Objectives are *clearly:* • Communicated. • Referenced throughout lesson/reinforced in closure. • Consistently connected to previously learned material, life experience, or to another discipline. • Expectations of students are clear, demanding, and high. • Evidence that most students demonstrate mastery of the daily objective		Standard aligned Learning Objectives are: • Communicated • Referenced throughout lesson/reinforced in closure. • Connected to previously learned material • Expectations of students are clear. • Evidence that most students demonstrate mastery of the daily objective		Learning objectives: • Are not aligned with state standards. • Are not communicated or poorly communicated. • Are not referenced throughout lesson. • Are not connected to previously learned material. • Expectations of students are vague • Evidence that few students demonstrate mastery of the daily objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.		• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.		• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Includes ALL of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds. • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.		Includes MOST of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.		Includes FEW of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• Lesson starts promptly. • Lesson has coherent structure (beginning, middle, and end) with Set/Motivator and Closure • Pacing is appropriately brisk. • No instructional time lost during transitions. Routines are seamless.		• Lesson starts promptly. • Lesson has structure (beginning, middle, and end) with Set/Motivator and Closure • Pacing is appropriate • Little instructional time is lost during transitions and routines are efficient		• Lesson does not start promptly. • Lesson is missing closure or introductory elements. • Pacing is appropriate for less than 1/2 of class. • Considerable time lost during transitions.

| Activities and Materials | Activities/materials include ALL of the following:

- o Support the lesson objective.
- o Are challenging; elicit a variety of thinking.
- o Sustain students' attention and are relevant to students.
- o Provide opportunities for student-student interaction.
- o Engage all students.
- o Incorporate multimedia or technology
- o Use of resources beyond the text
- Games, simulations, experiments, or creations
- Preponderance of activities demand complex thinking and analysis.
- Texts and tasks are appropriately complex. | | Activities and materials include MOST of the following:

- o Support the lesson objective.
- o Are challenging; elicit a variety of thinking.
- o Sustain students' attention and are relevant to students.
- o Provide opportunities for student-student interaction.
- o Engage majority of students.
- o Incorporate multimedia or technology
- o Use of resources beyond the text
- Texts and tasks are appropriately complex | | Activities and materials include
FEW of the following:

- o Support the lesson objective.
- o Are challenging; elicit a variety of thinking.
- o Sustain students' attention and are relevant to students.
- o Provide opportunities for student-student interaction.
- o Engage students.
- o Use of multimedia or technology
- o Use of resources beyond the text |
| Questioning | Description of Questions includes most of these:

- Varied, including higher ordered thinking
- Ask students to cite evidence during lesson.
- Sequenced with attention to instructional goals
- require active responses
- purposeful and coherent
- assess and advance student learning
- Questioning:
- A high frequency of questions is asked.
- Wait time (3-5 seconds) is consistently provided
- Teacher calls on volunteers and non-volunteers and a
- balance of students based on ability and gender
- Students generate questions that lead to further inquiry and self-directed learning. | | Description of Questions:

- Varied, including higher ordered thinking
- Usually require students to cite evidence.
- Sometimes sequenced with attention to instructional goals
- Sometimes require active responses
- usually purposeful and coherent
- Questioning:
- A moderate frequency of questions is asked.
- Wait time is sometimes provided.
- Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender | | Teacher questions are inconsistent in quality and include few question types.

- Questions random and lack coherence
- Rarely sequenced with attention to instructional goals
- Rarely require active responses
- Questioning:
- A low frequency of questions is asked.
- Wait time is inconsistently provided.
- Teacher mostly calls on volunteers and high-ability students. |

Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, high-quality and references objectives. • Feedback is frequently given during guided practice/ homework review. • Teacher circulates to prompt student thinking, assess progress, and provide individual feedback. • Feedback from students is regularly used to adjust instruction. • Teacher engages students in giving specific and high- • quality feedback to one another.		• Oral and/or written feedback is mostly academically focused, frequent, and mostly high-quality. • Feedback is sometimes given during guided practice/homework review. • Teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.		• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice of homework review. • The teacher circulates during instructional activities but mostly monitors behavior. • Feedback from students is rarely used to monitor and adjust instruction.
Teacher Knowledge of Students	• Teacher Practices display understanding of each student's anticipated learning difficulties • Regularly incorporate student interests and/or cultural heritage. • • Regularly provides differentiated methods or content to ensure student have the opportunity for mastery.		• Teacher practices display understanding of some student anticipated learning difficulties. • Sometimes incorporate student interests and/or cultural heritage. • Sometimes provides differentiated methods or content to ensure student have the opportunity for mastery.		• Teacher Practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Rarely incorporate student interests or cultural heritage. • Demonstrate little • differentiated methods or content.