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| **Criteria** | **Exceptional**  **(5 points)** | **Acceptable**  **(3.5 points)** | | **Unacceptable**  **(0 points)** | **Comments** |
| **Coherence** | | | | | **Coherence Total Points: \_\_10.5\_\_\_\_ /20** |
| **Standard(s) & Objective(s)** | The objective(s) is/are closely tied to appropriate standards and are specific, measurable and observable. | The objective(s) is/are tied to appropriate standards and are somewhat specific, measurable and observable. | | The objective(s) is/are not closely tied to appropriate standards or are not specific, measurable and observable. | Compete a sample test with 100% accuracy involving functions, systems, quadratic, and linear equations.  I know your evaluator may be looking for you to write a two part objective. If Jones asks you for a two part objective, let me know and I can go over the format with you if you need help. |
| **Congruency** | All of the lesson components are highly congruent with the standard(s) & objective(s). | Most of the lesson components are congruent with the standard(s) & objective(s). | | Few or none of the lesson components are congruent with the standard(s) & objective(s). | Problems on the board align to the types of problems listed in the objective.  Class never took the test. |
| **Sequencing** | Breaks down complex tasks into appropriate increments and presents the material clearly and explicitly in a logical sequence. | Breaks down complex tasks and presents the material in a somewhat logical sequence. | | Does not break down complex tasks or present the material clearly in a logical sequence.  2 | I am not sure when you are transitioning between activities. Are all the problems on the board part of the anticipatory set? Is the Anticipatory set a review for the test?  Too much time spend on board problems.  How do the board problmes relate to the test? |
| **Pacing** | The lesson is well paced and transitions are effective. | The lesson is fairly well paced and employs some effective transitions. | | The lesson is not well paced or transitions are ineffective. | Have you considered putting the problems on a power point so you don’t have to erase and rewrite each question?  Use the resouces in the room. Technology. Students using the board. Writing and erasing problems on the board is not an effective use of your time nor does it engage the majority of the class. |
| **Criteria** | **Exceptional**  **(5 points)** | **Acceptable**  **(3.5 points)** | | **Unacceptable**  **(0 points)** | **Comments** |
| **Elements of Effective Instruction** | | |  | | **Elements Total Points: \_\_\_7.5\_\_\_ /25** |
| **Anticipatory Set** | Creative, engaging, and highly effective at focusing the learners’ attention and tapping prior knowledge. It requires active participation from learners and includes a clear statement of the learning objective. | Effective at focusing the learners’ attention and tapping prior knowledge. It requires participation from learners and includes a statement of the learning objective. | | Not effective at focusing the learners’ attention or tapping prior knowledge. It does not require participation from learners or it does not include a statement of the learning objective.2 | Is the function on the board that they wrote in the notebook, bell work?  What if we already know?  Just do it anyway. Let students know that writing problems/solutions helps to review and remember the process so that when faced with more challenging problems, they will recall the skill.  It is important to set high expections and make it clear to students why the activity helps them learn. |
| **Modeling** | Teacher clearly and explicitly models expected learning outcomes for the learners. | Teacher models some expected learning outcomes for the learners. | | Teacher does not model expected learning outcomes for the learners. | Teacher did the majority of the work during the entire class. If the goal is for the students to take a test, they should know the information. A quick review to activate their minds is all that is necessary. Thinking about gradual release: by the test, students should be working independently. |
| **Guided Practive** | Clear, concrete, effective strategies provide opportunities for all learners to demonstrate understanding with support from the teacher. | Effective strategies provide opportunities for most learners to demonstrate understanding with support from the teacher. | | Ineffective strategies provide few opportunities for learners to demonstrate understanding with support from the teacher.  2 | Guided practice? Evaluate F(x)=…  How is it different from bell work. Is it review for the test. |
| **Closure** | Concise closure is provided that requires active participation from learners and effectively reinforces the learning objective(s). | Closure is provided that requires some participation from learners and reinforces the learning objective(s). | | Inadequate or missing closure. | None |
| **Independent Practice** | Instructions are extremely clear and anticipate difficulties. Tasks ensure that all learners possess the requisite knowledge and skills to succeed. | Instructions are somewhat clear and may anticipate difficulties. Tasks ensure that most learners possess the requisite knowledge and skills to succeed. | | Instructions are unclear or do not anticipate difficulties. Tasks do not ensure that learners possess the requisite knowledge and skills to succeed. | none |
| **Criteria** | **Exceptional**  **(5 points)** | **Acceptable**  **(3.5 points)** | | **Unacceptable**  **(0 points)** | **Comments** |
| **Responsive Instruction** | | |  | | **Responsive Instruction Points: \_\_\_7\_\_\_ /15** |
| **Check for Understanding** | Teacher uses ongoing and varied strategies to check for understanding. | Teacher uses at least one strategy to check for understanding. | | Teacher does not check for understanding. | Check with multiple students. The same 5 or 6 kids carried the class. |
| **Monitor and Adjust** | Teacher continually and effectively adjusts instruction as student needs indicate. | Teacher adjusts instruction as student needs indicate. | | Teacher does not adjust instruction as student needs indicate. | Adjusted to make sure that students understood function. |
| **Differentiation** | Effectively meets the needs of all students by differentiating instruction to accommodate for varied abilities and learning styles. | Attempts to meet the needs of all students by differentiating instruction to accommodate for varied abilities and learning styles. | | Does not effectively meet the needs of all students by differentiating instruction to accommodate for varied abilities and learning styles. | Same process repeated with different problems. |
| **Classroom Management** | | |  | | **Management Total Points: \_\_\_\_7\_\_ /10** |
| **Relationships** | Demonstrates positive and respectful relationships with all students. | Demonstrates somewhat positive and respectful relationships with all students. | | Does not demonstrate positive and respectful relationships with all students. | Do not take the bait. Students were successful at getting you off topic. Students saying darn or damn—let it go. Once they do not get a rise out of you, they will stop. Focus on the larger isseus of management. Strong student engagement supports classroom management. After about 10 minutes of problmes on the board, you lost the majority of the class. They either played on their phones, talked, or did work for other classes. |
| **Procedures and Routines** | Runs an efficient classroom; uses effective classroom management strategies to eliminate disruptive activity and maximizes instructional time. | Runs a somewhat efficient classroom; uses classroom management strategies to minimize disruptive activity and makes good use of instructional time. | | Does not run an efficient classroom; does not use effective classroom management strategies to minimize disruptive behavior or make good use of instructional time | Some students seemed usure of where to find a notebook and what to do with it.  Management issues impead the learning process. As the class progressed, the management issues increased.  Also, there were multiple tardies. What is your tardy policy? As it gets colder and darker in the morning, the more problematic tardies become. If these students are habitually tardy, I suggest you talk the individual students and/or parents. |
|  | | | | | **Total Points out of 70: 32**  **= \_\_\_25\_\_\_\_\_ %** |

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| **Additional Comments** |
| **I heard you say that the copy machine is down. You may want to consider making a sheet (front/back) of useful formulas/fuctions and laminating it. If you have a class set, they can use it during class and return it. It will cut down on your reliance on copying.**  **FYI: Female student in the back is on her phone and the male student on the opposite side of the back row is listening to earphones. While having students put their phones in their backpack and move the backpack is a positive step, if it is the same student(s) who repeatedly break the rules, call home as they are impeding the momtium of the learing environment.**  **You may want to talk the the MTSS person. He may have some strategies to help you connect with your students.**  **Also many of the students had their phones in their pockets. As the time passed, more and more students were on their phones and listening to earbuds.**  **With 10 minutes left of class, they had not started the test. The writing and erasing on the board is a short term activity. Spending the entire class period on the same activity does not hold most students’ attention. The same kids were answering over and over.** |

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| **Goals for Next Observation** |
| The Student Teacher’s goals for areas needing improvement on the next clinical observation will be outlined below.  The goals should be focused on areas marked “Unacceptable” on this clinical observation. |
| Area(s) marked “Unacceptable” are:  1. Instructional planning: teach to an objective. Objective was met by the class. No test. Bell work the entire period.  2. Engagment strategies: Chunck instruction into multiple activities or give the test.  3. Management: Have a plan, make it clear, follow it. When students are engaged in the work, management is cumbersome and there will be fewer breakdowns in instruction.  A summary of the conversation between the Observer and the Student Teacher regarding the deficiency:  Actions the Observer will take to help address deficient area(s) are:  Actions the Student Teacher will take to address deficient area(s) are: |

Student Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_