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| **Criteria** | **Exceptional** **(5 points)** | **Acceptable** **(3.5 points)** | **Unacceptable** **(0 points)** | **Comments** |
| **Coherence** | **Coherence Total Points: \_\_\_\_17\_\_ /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. | Review inverse function; graph and write equations for quadratic, absolute vause and linear functions by finding the best point to graph using the vertex. |
| **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). | yes |
| **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. |  When breaking down complex tasks, give students think time to answer questions. You broke down the problem, but didn’t give students time to process the information. Especially because this was a review.  |
| **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. |  |
| **Criteria** | **Exceptional** **(5 points)** | **Acceptable** **(3.5 points)** | **Unacceptable** **(0 points)** | **Comments** |
| **Elements of Effective Instruction** |  | **Elements Total Points: \_18\_\_\_\_\_ /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. | Two part bell work:1. Write equations in notebook2. solve the following for XTeacher greeted students and reviewed equations for notes.Teacher circulted the room checking work as students wrote in their note book.Let students who were tardy in and said, “Don’t be tardy.” Solving Bell work. Why are you solving the problem for them? Ask a student to write the answer on the smartboard. Remember there are always two solutions to absolute value problems. Not all students are audio learners, it helps if they can also see it.  |
| **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. | What do we do to find the inverse? Student wants to know if this is a review. Your objective says today is a review day, say Yes and why. Students need to know why they are doing an activity. They are more likely to committee to the learning if they know the purpose of the lesson.Modeling can be “teacher does” or “We do together” Since this is a review, consider, the We do together” when reviewing. “Everyone get that?” How do you know the anwer is yes. Allow studnets processing/think time. You asked the question, but did wait for a sufficient number of students to answer.  |
| **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. 4 | Ineffective strategies provide few opportunities for learners to demonstrate understanding with support from the teacher. | Class discussion: How do you graph equations for quadratic, absolute value and linear functionis? Answer on board.Discuss with elbow partnerThen write answer in your notebook. Goes around and checks notebooks. Answer is on the next slide on the smartboarrd. Consider: Ask student to write answer on board then compare what s/he wrote to what you have on the smartboard.As you are going through the problems, you are giving the students the answer. If X is one what is Y? You said 2 before a student has a chance to procress the question. Wait time. Let them figure it out. If you know the vertex, what is the equation? This time we are going to go from the vertex to the equation. Do you agree or disagree with the person next to you? How do you know you know this?—do they write that in their notebook?  |
| **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. | Collect homeworkNew HomeworkWhat are the steps to each solution. Write them out.  |
| **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. |  Homework assigned: complete old exam |
| **Criteria** | **Exceptional** **(5 points)** | **Acceptable** **(3.5 points)** | **Unacceptable** **(0 points)** | **Comments** |
| **Responsive Instruction** |  | **Responsive Instruction Points: \_\_12\_\_\_\_ /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. | Draw graph on 3X5 card. If this is a formative assessment, why did you give them the answer?Also asked questions of the whole class. However, please give studnets time to anwer.  |
| **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. | Attempted, however teacher gave answers before students had time to process info.  |
| **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. |  |
| **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. | Good job giving positive feedback on the notebooks. See additional comments  |
| **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 |  |
|  | **Total Points out of 70:54****= \_\_\_77\_\_\_\_\_ %** |

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| **Additional Comments** |
| Seniors in the morning are tough. When it is cold and dark, most people do not want to get up. Consider making your class a positive experience instead of saying, “Don’t be tardy.” Try “Remember class begins at 8:05, please be on time.” Also it is a good time to remind students that there is a corration between attendance/tardies and grades. It is their responsibility to do what they need to do to graduate. Note in synergy that you talked to them about attendance and tardies. Documentation is critical. |

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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: 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_