

4,7 PLANNING AND PREPARATION

GOALS/OBJECTIVES WRITTEN: concise, legible, realistic, matches school curricular goals, desired performance is identified, reason for learning is stated, related to student interests and cultural diversity and creates meaningful experiences.
BASED ON PRIOR KNOWLEDGE: lesson builds on previous planning and prior knowledge, identifies supporting evidence and involves continuity.
PROCEDURES and ACTIVITIES: match objectives, logically sequenced, age/ability appropriate, bridge to past and future learning, include extension activity and includes a variety of modes and materials.
MATERIALS AND EQUIPMENT: appropriate and sufficient quantity, available, distribution/collection strategy stated
ASSESSMENT COMPONENT: matches objectives, assesses through guided and independent practice, criterion for successful completion clearly established, evidence of accurate record keeping and takes into consideration individual differences.

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5 LEARNING ENVIRONMENT

CLASSROOM EXPECTATIONS: maintains clear, reasonable, and firm work standards and time lines
EFFICIENT ACTIVITIES AND ROUTINES: materials and equipment passed out smoothly, smooth movement between activities, those responsible for housekeeping already identified, handles completed work with ease, avoids wasted time
MONITOR STUDENT BEHAVIOR: states rules early, reviews when needed, effective attention getting devices, uses nonverbal techniques effectively, consistent in setting limits, intervenes at appropriate times, misconduct stopped easily, subtle and quiet management
BUILDS POSITIVE SELF-CONCEPT: positive manner in giving feedback, sensitive to individual problems, consistent in correcting behavior, positive orientation to discipline, shows appreciation of effort, lowers anxiety levels, controls class reaction to misconduct
PROACTIVE DISCIPLINE: consistently follows through with consequences; recognizes/responds to inappropriate behavior, effective attention getting devices, uses non-verbal techniques effectively, deals with problems quickly and quietly, subtle and quiet management
INTERACTIONS WITH STUDENTS: knows student names, encourages student self-respect, takes into consideration individual differences related to culture, learning styles, levels of achievement, and experiences, acknowledges students' responses and questions, promotes cooperative relationships among students; guides and encourages the development of student self-responsibility; involves students in planning, allows small group interaction, students work independently, open communication with students who need help with self-direction

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8 INSTRUCTION

INTRODUCES LESSON AND STATES OBJECTIVES: introduced lesson with clearly stated objective, restated periodically, reviewed at end of lesson, includes what and why of objective
CONTENT KNOWLEDGE: demonstrates knowledge of lesson content; able to answer student questions and effectively questions students to expand lesson objectives; relates lesson to other curricular areas
DIRECTIONS AND EXPLANATIONS: clear, concise, aware of student understanding, consistently states behavioral expectations
PROCEDURES AND ACTIVITIES: begins lesson promptly, conducts beginning/ending review, maintains focus, provides for modeling and practice, circulates and assists, easy flow between activities, probes answers, requires reasoning and has a formal opening and closing.
USE OF MATERIALS AND EQUIPMENT: suitable, ready to use, distribution/collection strategy enforced, used easily by students
STUDENT INVOLVEMENT: high on-task rate, high completion rate, changes activities at appropriate times, willing to change/delete activity if inappropriate, uses students to give examples and clarify, balance of participation among high, average and low achievers, effective use of wait time, involves those not inclined to participate, incorporates higher level thinking
EFFECTIVE PACING: paces lessons for productive and efficient use of classroom time
SMOOTH TRANSITIONS: makes smooth transitions between tasks
ONGOING ASSESSMENT: assesses students on a daily basis using a variety of assessment techniques; solicits feedback often, students informed when feedback is appropriate, recognizes incorrect feedback and clarifies, identifies those who know and do not know lesson material
ACCOMMODATES INDIVIDUAL NEEDS: provides for reteaching, remediation, and practice when necessary, provides enrichment
EVALUATION OF LESSON: reflective regarding outcome of lessons and activities in relationship to self and students to help improve future teachings and interactions

9,10 PROFESSIONAL RESPONSIBILITIES:

Documents self-assessment/accepts criticism: solution oriented vs. excuse oriented, initiates self-evaluation, reflective and realistic in self-analysis, accepts criticism with poise, solicits suggestions