

A. Planning and Preparation for Learning

| The teacher: | 4 Highly Effective | 3 Effective | 2 Improvement Necessary | 1 Does Not Meet Standards |
|---------------------------|---|--|--|---|
| a. Knowledge | Is expert in the subject area and up to date on authoritative research on child development and how students learn. | Knows the subject matter well and has a good grasp of child development and how students learn. | Is somewhat familiar with the subject and has a few ideas of ways students develop and learn. | Has little familiarity with the subject matter and few ideas on how to teach it and how students learn. |
| b. Standards | Has a detailed plan for the year that is tightly aligned with high standards and external assessments. | Plans the year so students will meet high standards and be ready for external assessments. | Has done some thinking about how to cover high standards and test requirements this year. | Plans lesson by lesson and has little familiarity with state standards and tests. |
| c. Units | Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels. | Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels. | Plans lessons with some thought to larger goals and objectives and higher-order thinking skills. | Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals. |
| d. Assessments | Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning. | Plans on-the-spot and unit assessments to measure student learning. | Drafts unit tests as instruction proceeds. | Writes final tests shortly before they are given. |
| e. Anticipation | Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them. | Anticipates misconceptions that students might have and plans to address them. | Has a hunch about one or two ways that students might become confused with the content. | Proceeds without considering misconceptions that students might have about the material. |
| f. Lessons | Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes. | Designs lessons focused on measurable outcomes aligned with unit goals. | Plans lessons with some consideration of long-term goals. | Plans lessons aimed primarily at entertaining students or covering textbook chapters. |
| g. Engagement | Designs highly relevant lessons that will motivate all students and engage them in active learning. | Designs lessons that are relevant, motivating, and likely to engage most students. | Plans lessons that will catch some students' interest and perhaps get a discussion going. | Plans lessons with very little likelihood of motivating or involving students. |
| h. Materials | Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology. | Designs lessons that use an appropriate, multicultural mix of materials and technology. | Plans lessons that involve a mixture of good and mediocre learning materials. | Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets. |
| i. Differentiation | Designs lessons that break down complex tasks and address all learning needs, styles, and interests. | Designs lessons that target several learning needs, styles, and interests. | Plans lessons with some thought as to how to accommodate special needs students. | Plans lessons with no differentiation. |
| j. Environment | Uses room arrangement, materials, and displays to maximize student learning of all material. | Organizes classroom furniture, materials, and displays to support unit and lesson goals. | Organizes furniture and materials to support the lesson, with only a few decorative displays. | Has a conventional furniture arrangement, hard-to-access materials, and few wall displays. |

Overall rating: _____ Comments: