I. **Efficient Use of Instructional Time**

A. **Materials were available and well organized** (1, 3, 4, 5)
   The candidate teacher had all of the physical objects/materials needed to teach the lesson ready and organized before the lesson began.

B. **Preplanning was evident** (1, 3, 4, 5)
   The candidate teacher had clearly thought through the entire lesson and had carefully/purposefully developed a plan to enable the learners to achieve the objectives.

*** A. and B. will usually accompany each other. However, the two can differ.
   For example, a candidate teacher may have had all of the materials from a science kit laid out at the front of the room but have only skimmed through the instruction booklet that explained what to do with the materials. Or, leveled readers may have been ready for all of the students in the classroom and organized into piles for the various reading groups, but the candidate teacher had not taken the time to read through them or to plan focused lessons based on the content of the readers. Conversely, a candidate teacher may have planned an excellent lesson on paper but failed to gather and organize the materials needed to teach the lesson effectively.

C. **Appropriate goals and objectives were set** (1, 3, 4, 5)
   - The goals and objectives clearly showed that the candidate teacher understands the developmental levels of the students. That is, goals and objectives showed knowledge of the typical mental, physical, social, and emotional characteristics of the designated age group.
   - The goals and objectives corresponded with the state standards.
   - The goals and objectives focused on what the students would learn, know, or be able to do at the end of the lesson.

D. **The lesson was well paced** (3)
   - The lesson did not drag on and on with the children becoming bored and distracted. The students were kept focused and paying attention because the learning was presented or explored in an effective time frame. For example, the candidate teacher did not let all 29 students share similar stories or examples before moving on to present new information. Or, the candidate teacher did not allow the students to ask numerous unnecessary questions before beginning a game or starting an activity. Or, the candidate teacher did not answer the same questions over and over because some students had not been listening to the answers.
- The candidate teacher allowed enough time that the concept was thoroughly taught. The candidate teacher did not skim over vital information or talk as fast as possible or skip important information because too much material was crammed into too short of a time period.

E. **Pupil attention and response were sustained** (3)
   - All of the students stayed focused on the learning throughout the lesson.
   - All of the students actively responded throughout the lesson.

F. **Was able to monitor the entire class and attend to more than one activity/group at a time** (3, 5)
   - The candidate teacher did not become so engrossed when interacting with or helping one group that other groups were ignored or became off task or acted in unacceptable ways.
   - While working with one group, the candidate teacher was aware of what was happening in the rest of the classroom including individual student’s actions and which children needed extra help, had completed assigned tasks etc.

G. **Executed smooth transitions** (3, 5)
   - Time between lessons/activities was not wasted. Students did not become disruptive between lessons/activities.
   - There was a flow between lessons/activities, a connection between the closure of one lesson/activity and the introduction to the next lesson/activity.
   - Students got to specials, lunch, or the bus on time. Bathroom time didn’t take longer than the designated time period.
   - When lined up with extra time, the class participated in activities such as 20 questions that focused on what was currently being learned rather than just standing, waiting, and wasting time.

H. **Response to students’ behavior was appropriate** (11, 14)
   - Praise and encouragement were used when deserved.
   - Positive behavior was pointed out in factual statements rather than as a way of pleasing the teacher. Comments were behavior centered not teacher centered. For example, the candidate teacher said, “Valerie is working so nicely,” or “I see that Mary is ready” rather than, “I like the way that Valerie is working.” or “I like that Mary is ready.”
   - The candidate teacher encouraged, as well as modeled, acceptable behavior. For example, the candidate teacher frequently displayed good manners by using such phrases as “Thank you for raising your hand” or “Thank you for working so nicely.”
   - The candidate teacher’s facial expressions matched his or her words and corresponded to the students’ behaviors.
   - The candidate teacher’s voice matched the situation and the students’ behaviors.
- The candidate teacher’s actions matched the situation and the students’ behaviors and were not too lenient or too severe.

I. **Off task behavior was addressed in an appropriate manner** (5, 11)
   - Inappropriate behavior was recognized, not ignored, and dealt with effectively.
   - There was an appropriate, logical consequence for inappropriate behavior.
   - Inappropriate behavior was dealt with quickly and in the least disruptive manner.
   - Students were held accountable for the decisions that they made and subsequent choices of behavior that they displayed.
   - The candidate teacher did not give numerous warnings before acting.
   - Before acting, the candidate teacher used a consistent strategy that students recognized. For example, the candidate teacher said, “This is your reminder for [named behavior], this is your warning for [named behavior], and then followed through with a consequence.
   - The candidate teacher used the same consequence for all of the students in the room for the same inappropriate behavior.
   - Established rules were followed when warranted but common sense consequences were utilized when rules were too harsh or did not truly apply.

J. **Classroom Management plan was followed** (4, 5, 10, 11)
   - A clear management plan was in place with students knowing both the rewards and consequences of their behaviors.
   - The candidate teacher followed through on presenting the rewards and consequences as merited.

   - **II. Instruction**

A. **Attention was gained** (1, 3, 10)
   - A **short** strategy was used to gain the students’ attention at the beginning of the lesson/activity.
   - **Quick** strategies were used at other relevant times during the lesson/activity to maintain attention.
   - Strategies related directly to the learning in the lesson/activity.
   - Visuals, curiosity, noise, or other ways were effectively used to quickly focus students’ attention.

B. **Previous lesson/learning was recalled** (3, 11)
- **Students were required to** briefly remember learning from the previous lesson in the current subject with the focus on the **main concepts** that were previously learned.
- The candidate teacher did not remember for the students but rather held students accountable for previous learning.
- Previous learning was connected with current learning so that students could see the continuity of the learning.

C. **Motivation was provided**  (5, 8, 9)
- Strategies were used to make all students want to achieve the objectives including both the academically motivated and non-academically motivated children.
- Students were told about the motivation at the beginning of the lesson and/or when it would be most effective.
- Students earned the motivation. For example, when they paid really good attention during the lesson, they were allowed to do the fun activity at the end of the lesson. The fun activity was part of the basic lesson plan but became a motivator because it was learned about early in the lesson and earned throughout the lesson.

D. **Purpose/Objective of the lesson was made clear**  (1, 5, 8)
- At the most appropriate time in the lesson, students were explicitly told what they were learning and why they were learning it.
- A brief overview of the lesson was presented.

E. **Skills concepts of the lesson were introduced and explained**  (1, 3, 11)
- The candidate teacher clearly introduced and explained the skill concepts that were necessary for the students to successfully master the learning.
- The candidate teacher used direct teaching strategies to teach new information. For example, the candidate teacher defined, modeled, thought out loud, demonstrated, showed step-by-step, and utilized examples and non examples [i.e. hot is the opposite of cold] to teach the concepts.

F. **Clear examples and language were used.**  (3, 6, 15)
- The examples that the candidate teacher used were easy for the students to understand.
- Examples were unambiguous.
- The candidate teacher’s vocabulary was on a level that the students could understand.
- The candidate teacher used examples that the students could relate to.

G. **Sequence and Organization of instruction was appropriate**  (3, 10, 13)
- The lesson progressed logically towards achieving the objectives. For example, students were explicitly told at the end of a discovery lesson
what they had learned and why it was important rather than at the beginning of the lesson.
- Necessary steps of Good Instructional Design were included in an order that optimized learning. (See Format for Instructional Design in Handbook.)
- Unnecessary steps of Good Instructional Design were excluded. For example, no direct teaching took place during a test.

H. Teacher Guided Practice was adequate and appropriate (3, 10, 13)
- The candidate teacher and students worked through examples together as needed.
- The candidate teacher checked for understanding by doing one or two problems/tasks with the students before expecting students to do similar problems/tasks on their own.

I. Repetition of key concepts occurred throughout the lesson (3, 10, 13)
- The candidate teacher repeated the important information enough times during the lesson that it was easy for the students to state the main ideas in the lesson at the end of the lesson during closure.
- The candidate teacher used a variety of ways to repeat the main concepts of the lesson throughout the lesson.
- The candidate teacher repeated correct answers given by students to ensure that they were heard by all and especially by the students who really only listen to the teacher.

J. A variety of instructional materials were used to actively engage the students. (3, 6, 9, 10)
- Many different types of learning materials and resources were used to stimulate interest and participation.
- Examples include: “hands-on” materials, technology (computers, printers, the internet, cameras, digital cameras, overhead projectors, video cameras, VCRs, etc.), different kinds of media (texts, reference books, literature, magazines, newspapers, videos, smart phones, DVDs, CDs, etc.), different genres (fairy tales, fables, historical fiction, biographies, nonfiction, etc.), human resources (local experts, local talents etc.), primary documents and artifacts, and discovery learning kits and packets.

K. All of the students were actively engaged in the learning throughout the lesson. (3, 10, 14)
- During direct instruction and whole class discussions:
  - Active listening strategies were used that required all of the students to think and respond periodically as information was presented. For example, all of the students filled out concept maps as the candidate
teacher filled one out on the overhead. Or, the candidate teacher asked a question and gave three possible answers. All of the students responded by holding up one finger if they agreed with answer number one, two fingers if they agreed with answer number two, or three fingers if they agreed with answer number three.

- “One-person-at-a-time gets-a-turn” responses that go on and on were avoided.
- During other parts of lessons:
  - While practicing together, teaching methods and strategies were used to actively engage all of the students at the same time. For example, during math, each student had an individual chalkboard and held up his or her answer rather than one or two students working each problem on the board while the other students sat and watched.
  - “Hands-on” activities were utilized whenever and wherever possible.
  - When deemed safe, students performed experiments themselves rather than watching the candidate teacher perform these.

L. **Children were encouraged to understand, question, and interpret ideas from diverse perspectives.** (10, 11)
   - Open-ended questions were used that did not lead to right or wrong answers.
   - The candidate teacher presented diverse perspectives to encourage critical thinking.
   - Different viewpoints were explored. For example, children took different sides of a debate, of a battle, or story viewpoints.

M. **Higher order thinking skills were utilized.** (2, 7)
   - Higher order thinking skills that corresponded to Bloom’s Taxonomy were utilized that required students to comprehend, apply, analyze, synthesize, and evaluate ideas.
   - Discovery learning and problem solving strategies were utilized.

N. **Evaluation of student comprehension occurred throughout the lesson.** (7, 13)
   - Active listening strategies were used that allowed the candidate teacher to evaluate all of the students’ understanding throughout the lesson.
   - The candidate teacher asked content specific questions rather than “Does everybody understand?” type questions throughout the lesson.
   - The candidate teacher walked around to assess understanding as the students worked independently.

O. **Student Comprehension/performance was responded to with appropriate instructional adjustments.** (1, 13, 14)
- When students didn’t understand, rather than continuing with the lesson, the candidate teacher returned and spent more time on the part of the lesson that needed to be explained further.
- When a necessary step was left out of the original instructional design, the candidate teacher realized the need for the step and included it while presenting the lesson.
- When the lesson was too easy for the students, the candidate teacher did not spend unnecessary time on material that the students had already mastered and did not need to review.
- When a student had difficulty formulating an answer, the candidate teacher helped the student to arrive at the correct response rather than asking another student in the class to “help” the student and thereby possibly hurting the student’s positive self-concept and/or enabling the less motivated student to never really try to think of an answer.

P. **Feedback to students on performance was adequate and appropriate.**
   (7, 10, 13)
   - The candidate teacher made clear which tasks were being done correctly.
   - The candidate teacher made the students aware of misconceptions when they occurred and how to correct these.
   - The candidate teacher didn’t reinforce incorrect answers. Statements such as “I understand your thinking but…” or “I can see how you got that answer but…” encouraged but made clear which information was correct and incorrect.

Q. **The lesson ended with closure/review that focused on the main objectives of the lesson.**  (3, 4, 6)
   - At the end of the lesson, the students were required to state or summarize the main concepts learned or worked on in the lesson.
   - The students were able to summarize the learning rather than the student teacher having to do this for them.

R. **A variety of teaching methods/instructional strategies were used to reach different types of learners.**  (9, 10, 14)
   - The candidate teacher understood the cognitive processes associated with various kinds of learning and used different approaches to learning and performance to enable different types of learners with different learning styles and performance modes to use their strengths as the basis for growth.

   Different cognitive processes associated with different kinds of learning:
   - critical and creative thinking
   - invention
   - memorization
   - problem structuring and problem solving
   - recall
**Teaching Methods/Instructional Strategies:**
- centers
- direct instruction
- discovery learning
- dramatizations
- experiments
- games
- “hands-on” materials
- independent study
- individualized learning
- interdisciplinary instruction
- learning packets
- paired students
- presentations
- problem solving strategies
- providing guiding and support structures such as graphic organizers (see packet)
- readers’ theatre
- reports
- role playing
- small ability groups
- small cooperative learning groups
- students are the teachers
  - peer teaching
  - teaching younger students
- utilizing technology
- whole group discussion

**Different types of learners:**
- All three basic types of learners were accommodated: auditory, visual, kinesthetic.
- All three Domains of Learning were used: seeing/Visual, hearing/Auditory, and doing/Kinesthetic.
- Other intelligences were utilized.

**S. Relevant subject areas were integrated into the lesson.** (1, 10, 14, 15)
- The interrelatedness of learning was emphasized by using skills and/or knowledge from other subject areas in the lesson.
- The learning was made meaningful by including related subject areas.

**T. Inclusion of special needs student occurred.** [*See comment below.*] (3, 10)
- Accommodations were made for:
  - Students identified and labeled as having specific learning problems.
  - Labeled students with IEPs.
- Students who weren’t labeled but who had obvious physical challenges, for example, students with really thick glasses or students who were so obese that they couldn’t skip and jump.

U. **Individual differences were addressed.** [*See comment below.*] (3, 10, 14)
   - The lesson provided for a range of learners. For example:
     - Materials were adapted and/or enhanced to provide for higher level learners.
     - Materials or meaningful tasks were provided for higher level learners who finished earlier than other students.
     - Materials were adapted and/or enhanced for slower learners.
     - The children who would take the longest to complete tasks and assignments were given the materials first.

V. **Classroom instruction and assignments provided for Limited English Proficiency (LEP) students.** [*See comment below.*] (3, 10, 11)
   - English as a Second Language students were accommodated.
   - Accommodations were made for English language speakers with severe speech impediments.
   - Children with slight hearing difficulties and children with hearing aids who weren’t labeled were accommodated by, for example, seating them in the front where they could hear better.

W. **Diversity issues were addressed in an appropriate manner.** [*See comment below.*] (10, 14, 15)
   - Accommodations were made for children who were different from the “normal” student population. For example:
     - Rather than have the one Jewish child make a Hanukkah card when all of the other children were making Christmas cards, the entire class made winter cards.
     - Because there was a child who was a Jehovah’s Witness in the class, rather than having any of the students celebrate a birthday, all students were allowed to choose one day to bring special treats.
     - When reading the book *Stone Soup*, the student teacher made the soup vegetarian because of the eating beliefs of some of the students.
     - A student who had two mothers (due to divorce or gay parents) was allowed to make two Mother’s Day cards.
     - Students who didn’t have grandparents were provided with substitute ones during Grandparents’ Day.
     - Contests that promoted differences were avoided. For example, the student teacher did not have the boys compete against the girls but rather one side of the room against the other.
     - Children with developmental, social, or emotional problems were accommodated. For example, the class bully was not paired with the shyest student in the class.
****T, U, V, and W are not always easy to see when observing a lesson. However, they are excellent topics for candidate teachers and supervisors to discuss after a lesson is concluded.

III. **Personal and Professional Characteristics**

A. **Displayed Enthusiasm.** (1, 2)
   - The candidate teacher was excited and/or very positive about the learning and conveyed this to the students as the learning was presented.
   - The candidate teacher smiled during the lesson and used body language to convey that she or he enjoyed teaching the lesson to the students.

B. **Exhibited Confidence.** (1)
   - The candidate teacher was comfortable presenting the content of the lesson and did this in a self-assured manner.

C. **Displayed empathy.** (5, 6, 13)
   The candidate teacher related to the feelings of the students and displayed compassion, understand, and sympathy when warranted.

D. **Spoke and acted in a professional manner.** (8, 9, 13, 17)
   - The candidate teacher spoke using good grammar. For example, the students were told that they did well rather than that they did good and were asked to read loudly and clearly rather than to read loud and clear.
   - The candidate teacher avoided unnecessary “add-ons” such as saying “OK” at the beginning and ending of every sentence.
   - The candidate teacher did not call the students “you guys.” but rather used more professional ways of addressing the students.
   - The candidate teacher avoided slang expressions with inappropriate derivatives such as “pissed off,” “sucked up,” and “brown nosed.”
   - The candidate teacher acted as a teacher rather than as the students’ buddy.
   - The candidate teacher modeled adult speech and did not refer to her or himself in the third person. For example, the candidate teacher did not say, “Miss Jones wants you to get a tissue” but rather, “I want you to get a tissue.”