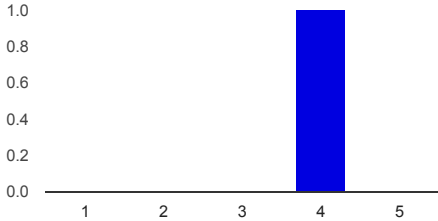


1 response

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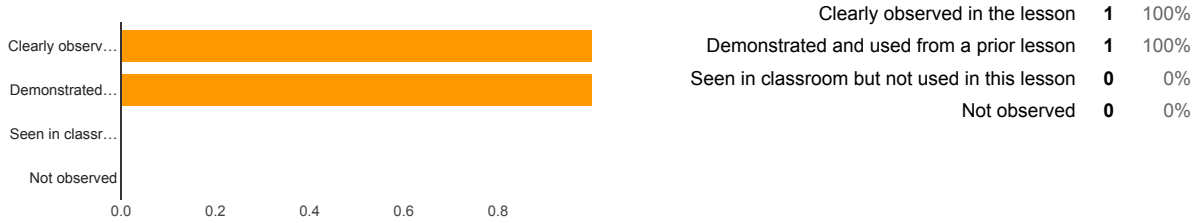
Summary

Item 1: I use standards to guide every learning opportunity.

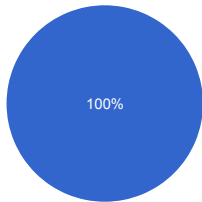


No clear connection to the lesson objective for some activities.:	1	0	0%
	2	0	0%
	3	0	0%
	4	1	100%
Clear connection to the standard for all lesson activities.:	5	0	0%

Item 2: I ensure students set personal learning objectives for each lesson.

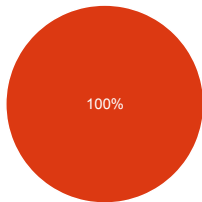


Item 3: I peel back the curtain and make my performance expectations clear.



Rubrics/Proficiency Scales Available to All Students	1	100%
Rubrics/Proficiency Scales in Classroom	0	0%
Rubrics/Proficiency Scales Discussed	0	0%
Not observed	0	0%

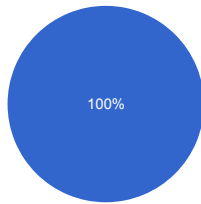
Item 4: I measure understanding against high expectations.



Demonstration of learning is challenging and warrants the level of points assigned.	0	0%
Demonstration of learning is challenging but does not have clear grade category.	1	100%
Demonstration of learning is clear but not demanding.	0	0%

Section 2: Be Supportive

Item 5: I engage student interest with every lesson.

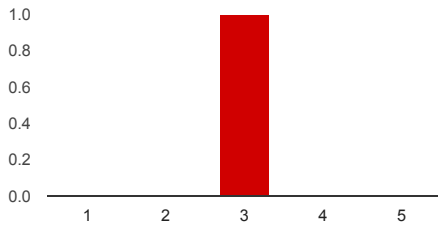


Multiple methods of engagement at regular intervals in the lesson demonstrating strong command of engagement strategies	1	100%
Repeated engagement checks during the lesson	0	0%
Areas of the classroom where engagement strategies were not used or did not work	0	0%
Some students who were missed or ignored during engagement checks during the lesson	0	0%
Not demonstrated	0	0%

Item 6: I interact meaningfully with every student.

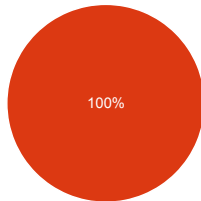
You spoke personally with each student by the end of the lesson about their learning.

Item 7: I use feedback to encourage effort.



Feedback is brief and not necessarily clear or related to learning outcomes.:	1	0	0%
	2	0	0%
	3	1	100%
	4	0	0%
Feedback is specific, timely, and related clearly to learning objectives.:	5	0	0%

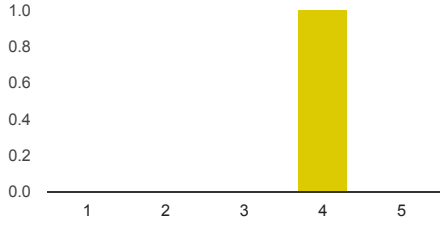
Item 8: I create an oasis of safety and respect in my classroom.



Students clearly understand teacher's expectations and feel safe and respected in an environment where they can learn.	0	0%
Teacher manages the classroom and ensures that learning continues with limited interruptions.	1	100%
While occasional challenges may occur, the teacher manages to redirect students back to learning, completes the lesson, and upholds expectations.	0	0%
Rules and procedures are still being established.	0	0%
Not observed	0	0%

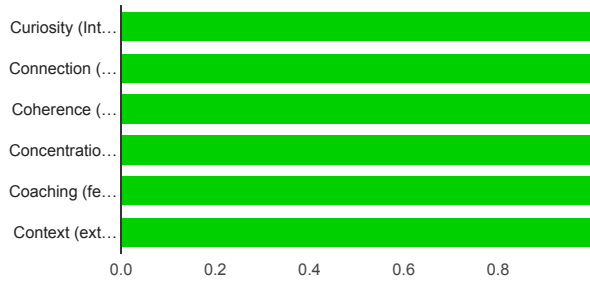
Section 3: Be Intentional

Item 9: I make the most of every minute.



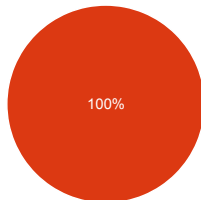
Rough transitions and moments of disorganization or distractions added to lost time.:	1	0	0%
	2	0	0%
	3	0	0%
	4	1	100%
Strong planning and structured transitions led to bell-to-bell instruction.:	5	0	0%

Item 10: I help students develop deep knowledge.



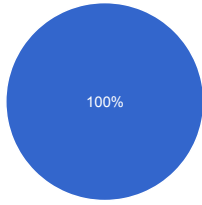
Curiosity (Interest in new knowledge)	1	100%
Connection (connections to prior knowledge)	1	100%
Coherence (synthesis into a framework of existing knowledge)	1	100%
Concentration (processing, reflecting, metacognitive processes)	1	100%
Coaching (feedback)	1	100%
Context (extend, apply, and use in novel setting)	1	100%

Item 11: I coach students to mastery.



80% of students achieved mastery on their primary learning objective for the lesson.	0	0%
70% of students achieved mastery on their primary learning objective for the lesson.	1	100%
60% of students achieved mastery on their primary learning objective for the lesson.	0	0%
50% of students achieved mastery on their primary learning objective for the lesson.	0	0%

Item 12: I help students do something with their learning.



Clear extensions for proficient students are available, offered, and utilized as part of the lesson.	1	100%
Extension products are displayed in the classroom but are not part of this lesson.	0	0%
Extensions are mentioned and offered.	0	0%
Not observed.	0	0%

Number of daily responses

