

Section 1: Be Demanding

Articulate and Maintain High Expectations for Learning

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

Mark only one oval.

	1	2	3	4	5	
No clear connection to the lesson objective for some activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clear connection to the standard for all lesson activities.

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

Check all that apply.

- Clearly observed in the lesson
- Demonstrated and used from a prior lesson
- Seen in classroom but not used in this lesson
- Not observed

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

Mark only one oval.

- Rubrics/Proficiency Scales Available to All Students
- Rubrics/Proficiency Scales in Classroom
- Rubrics/Proficiency Scales Discussed
- Not observed

4. Item 4: I measure understanding against high expectations.

Mark only one oval.

- Demonstration of learning is challenging and warrants the level of points assigned.
- Demonstration of learning is challenging but does not have clear grade category.
- Demonstration of learning is clear but not demanding.
- Not observed.

Section 2: Be Supportive

Provide a Nurturing Learning Environment

5. Item 5: I engage student interest with every lesson.

Mark only one oval.

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

6. Item 6: I interact meaningfully with every student.

7. Item 7: I use feedback to encourage effort.

Mark only one oval.

1 2 3 4 5

Feedback is brief and not necessarily clear or related to learning outcomes.

Feedback is specific, timely, and related clearly to learning objectives.

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

Mark only one oval.

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

Section 3: Be Intentional

Know Why You're Doing What You're Doing

9. Item 9: I make the most of every minute.

Mark only one oval.

1 2 3 4 5

Rough transitions and moments of disorganization or distractions added to lost time.

Strong planning and structured transitions led to bell-to-bell instruction.

10. Item 10: I help students develop deep knowledge.

Check all that apply.

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

11. Item 11: I coach students to mastery.

Mark only one oval.

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

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

Mark only one oval.

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

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