



THE DCPS EFFECTIVENESS ASSESSMENT SYSTEM FOR SCHOOL-BASED PERSONNEL

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Current Assessment

NAME: Mara Wilson
 SCHOOL: Payne ES
 TITLE: TEACHER
 SCHOOL YEAR: 2010-2011
 GROUP: Group 2
 CYCLE: Cycle 1
 ASSESSOR: Sandra Koontz
 DATE OF OBSERVATION (GROUPS 1-6)* Click on the calendar icon to select the date of the observation.
 DATE OF CONFERENCE (ALL GROUPS) Click on the calendar icon to select the date of the conference.

*For teachers (Educator Groups 1-6), the conference must occur within 15 calendar days of the observation and no later than the end date of the assessment cycle.

Elements of this Assessment

- [TLF 1.58](#)

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TLF

TLF T1: Lead Well-Organized, Objective-Driven Lessons

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at leading well-organized, objective-driven lessons.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students can authentically explain what they are learning, beyond simply repeating back the stated or posted objective. • Students can authentically explain why what they are learning is important, beyond simply repeating the teacher's explanation. • Students understand how the objective fits into the broader unit and course goals. For example, this might be shown through an effective teacher explanation of how the lesson connects to the unit's essential questions or structure, or reflected in students demonstrating through their comments that they understand how the lesson fits into the broader goals of the unit. • The teacher actively and effectively engages students in the process of connecting the lesson to their prior knowledge. For example, the teacher might ask students to 	<p>Teacher is effective at leading well-organized, objective-driven lessons.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective is specific, measurable, and aligned to standards; it conveys what students are learning and what they will be able to do by the end of the lesson. • The objective of the lesson is clear to students. For example, the teacher might clearly state and explain the objective, or students might demonstrate through their actions that they understand what they will be learning and doing. • The teacher ensures that students understand the importance of the objective. For example, the teacher might effectively explain its importance, or students might demonstrate through their comments that they understand the importance of what they are learning. • The lesson builds on students' prior knowledge in a significant and meaningful way, as 	<p>Teacher is minimally effective at leading well-organized, objective-driven lessons.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective may be missing one component (for example, it might not be specific, or it might not be aligned to standards), but it does convey what students are learning and what they will be able to do by the end of the lesson. • The teacher may state the objective of the lesson but may do so in a way that does not effectively lead to student understanding. For example, the objective might not be in developmentally appropriate language. • The teacher may explain the importance of the objective but may do so in a way that does not effectively lead to student understanding. For example, the explanation might be too general to be effective. • The teacher may state how the lesson connects to students' prior knowledge, but the lesson generally does not build 	<p>Teacher is ineffective at leading well-organized, objective-driven lessons.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective may be missing more than one component, the objective may not convey what students are learning or what they will be able to do by the end of the lesson, there may not be a clear objective to the lesson, or the objective stated or posted may not connect to the lesson taught. • The teacher may not state the objective, or students may be unclear or confused about what they will be learning and doing. • The teacher may not explain the importance of the objective, or students may not understand its importance. • The teacher may make no effort to have the lesson build on or connect to students' prior knowledge, or the teacher may make an effort that is ineffective. • The lesson may be generally disorganized. Different parts of the
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<p>connect concepts to their own experiences or to what they have learned in other courses.</p>	<p>appropriate to the objective. The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.</p>	<p>on students' prior knowledge in a significant and meaningful way. For example, the teacher might simply make a reference to what students were doing in the previous lesson.</p> <ul style="list-style-type: none"> Some parts of the lesson may not be closely connected to each other or aligned to the objective, or some parts may not significantly move students toward mastery of the objective. 	<p>lesson may have no connection to each other, students may be confused about what to do, most parts of the lesson may not be aligned to the objective, or most parts of the lesson may not significantly move students toward mastery of the objective.</p>
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TLF 1 SCORE:

3

TLF 1 COMMENTS:

Ms. Wilson was effective at leading a well-organized, objective-driven lesson. The lesson objective was specific, measurable, and aligned to standards of the preschool program; it conveyed what students explored and what they were able to do by the end of the lesson. Students studied emotion and how artists convey emotion. The lesson was well-organized: All parts of the lesson were connected to each other and aligned to the objective, and each part significantly moved students toward mastery of the objective. The objective of the lesson was clear to students. The students demonstrated through their actions that they understood what they learned. When Ms. Wilson asked the students to dramatically demonstrate various emotions they were able to do so. In some art lessons, such as lessons that involve exploration and experimentation with new materials or techniques, an appropriate objective might not describe a specific skill that students will have mastered by the end of the lesson. Students' developmental level guided the activities as they work with materials.

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TLF T2: Explain Content Clearly

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at explaining content clearly.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> Explanations are concise, fully explaining concepts in as direct and efficient a manner as possible. The teacher effectively makes connections with other content areas, students' experiences and interests, or current events in order to make the content relevant and build student understanding and interest. When appropriate, the teacher explains concepts in a way that actively involves students in the learning process, such as by facilitating opportunities for students to explain concepts to each other. Explanations provoke student interest in and excitement about the content. Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level. 	<p>Teacher is effective at explaining content clearly.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> Explanations of content are clear and coherent, and they build student understanding of content. The teacher uses developmentally appropriate language and explanations. The teacher gives clear, precise definitions and uses specific academic language as appropriate. The teacher emphasizes key points when necessary. When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and uses an alternative way to effectively explain the concept. Students ask relatively few clarifying questions because they understand the explanations. However, they may ask a number of extension questions because they are engaged in the content and eager to learn more about it. 	<p>Teacher is minimally effective at explaining content clearly.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> Explanations are generally clear and coherent, with a few exceptions, but they may not be entirely effective in building student understanding of content. Some language and explanations may not be developmentally appropriate. The teacher may sometimes give definitions that are not completely clear or precise, or sometimes may not use academic language when it is appropriate to do so. The teacher may only sometimes emphasize key points when necessary, so that students are sometimes unclear about the main ideas of the content. When an explanation is not effectively leading students to understand the concept, the teacher may sometimes move on or re-explain in the same way rather than provide an effective alternative explanation. Students may ask some clarifying questions showing that they are confused by the explanations. 	<p>Teacher is ineffective at explaining content clearly.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> Explanations may be unclear or incoherent, and they are generally ineffective in building student understanding of content. Much of the teacher's language may not be developmentally appropriate. The teacher may frequently give unclear or imprecise definitions, or frequently may not use academic language when it is appropriate to do so. The teacher may rarely or never emphasize key points when necessary, such that students are often unclear about the main ideas of the content. The teacher may frequently adhere rigidly to the initial plan for explaining content even when it is clear that an explanation is not effectively leading students to understand the concept. Students may frequently ask clarifying questions showing that they are confused by the explanations, or students may be consistently frustrated or disengaged because of unclear explanations.
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TLF 2 SCORE:

4

TLF 2 COMMENTS:

Ms. Wilson was highly effective at clear explanations of content. Explanations of content were clear and coherent, and they built student understanding of content. Ms. Wilson used a children's book titled *Feelings* to introduce the lesson. Her critical input activities were excellent; she used dramatic expression, verbal and visual means to effectively explain the content. The teacher explained concepts in a way that actively involved students in the learning process; students explained concepts to each other and dramatically demonstrated their understanding when they acted out sad, happy, and mad with their faces. Ms. Wilson used developmentally appropriate language and explanations. She gave clear, precise definitions and used specific academic language when appropriate. The explanations provoked student interest in and excitement about the content. Taryn made connections independently, when he was asked about happy, he responded Santa Claus, this demonstrated that he understood the content at a higher level and was connecting the content to his own experiences.

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TLF T3: Engage Students at All Learning Levels in Rigorous Work

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at engaging students at all learning levels in rigorous work.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as both of the following:</i></p> <ul style="list-style-type: none"> The teacher makes the lesson accessible to all students at different learning levels. The teacher makes the lesson challenging to all students at different learning levels. 	<p>Teacher is effective at engaging students at all learning levels in rigorous work.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher makes the lesson accessible to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, if necessary, the teacher might differentiate content, process, or product (using strategies that might include, for example, flexible grouping, leveled texts, or tiered assignments) in order to ensure that students are able to access the lesson. The teacher makes the lesson challenging to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, the teacher might ask more challenging questions, assign more demanding work, or provide extension assignments in order to ensure that all students are challenged by the lesson. There is an appropriate balance between teacher-directed instruction and rigorous student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning. 	<p>Teacher is minimally effective at engaging students at all learning levels in rigorous work.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher makes the lesson accessible to most students; some students may not be able to access certain parts of the lesson. The teacher makes the lesson challenging to most students; some students may not be challenged by certain parts of the lesson. While students have some opportunities to meaningfully practice, apply, and demonstrate what they are learning, there is more teacher-directed instruction than appropriate. 	<p>Teacher is ineffective at engaging students at all learning levels in rigorous work.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The lesson is not accessible to most students. The lesson is not challenging to most students. The lesson is almost entirely teacher-directed, and students have few opportunities to meaningfully practice, apply, and demonstrate what they are learning.
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TLF 3 SCORE:

4

TLF 3 COMMENTS:

Ms. Wilson was highly effective at the engagement of students of all levels in rigorous work. The teacher made the lesson accessible and challenged all students at different learning levels. There was an appropriate balance between teacher-directed instruction and rigorous student-centered learning during the lesson. Students had adequate opportunities to meaningfully interact with the content. The level of instruction and expectations for student work were developmentally appropriate. Ms. Wilson demonstrated a respect for the natural unfolding of students' intellect. Nancy Smith says in *Experience and Art: Teaching Children to Paint*, "Teachers need to help children move along through these phases when they are ready...The teacher should never attempt to 'hurry' the children through the course of this evaluation, since superficial experience of each of these phases is a foundation for further growth. Once the proper foundation is laid, children will move on through the phases to do developmentally appropriate work easily." The lesson built on the life and interests of the students, again from Nancy Smith. "Art Programs sometimes do not make the most of the many possible opportunities for developing competence and helping to formulate meaning. This is the case when they go no further than the surface exploration of materials and processes and when they are not focused on the life and interests of the children. Exploration needs structure and sequential lesson planning to lead to deep understanding. When such structures are omitted, fundamental learning about art and imagery is lost and art activities become superficial 'busy-work' - Eleven students were present. Six students drew circles, or spirals. Two used crossing lines. One had the start of a Mandela. The remaining two students had begun to enter the pre-schematic stage of development, the conscious creation of forms and images. These levels are developmentally appropriate for students this age.

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TLF T4: Provide Students Multiple Ways to Engage with Content

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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Teacher is highly effective at providing students multiple ways to	Teacher is effective at providing students multiple ways to engage	Teacher is minimally effective at providing students multiple ways to	Teacher is ineffective at providing students multiple ways to engage
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<p>engage with content.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as the following:</i></p> <ul style="list-style-type: none"> The ways students are provided to engage with content all significantly promote student mastery of the objective; students respond positively and are actively involved in the work. 	<p>with content.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher provides students more than one way to engage with content, as appropriate, and all ways are matched to the lesson objective. For particular types of lessons, this may only entail giving students two ways to engage with content (for example, a Socratic seminar might involve verbal/linguistic and interpersonal ways), while for many lessons, this may involve three or more. The ways students are provided to engage with content all promote student mastery of the objective. 	<p>engage with content.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher provides students more than one way to engage with content, but not all of these may be well matched to the lesson objective; or, the teacher may only give students two ways to engage with content when using an additional way would have been more appropriate to the objective (for example, a lesson introducing fractions that involves only auditory and interpersonal but not visual or tactile/kinesthetic ways). Some ways provided do not promote student mastery of the objective. 	<p>with content.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher provides students with more than one way to engage with content, but most of these may not be well matched to the lesson objective, or, the teacher may only give students one way to engage with the content. Most or all ways provided do not promote student mastery of the objective; or, some ways may distract from or impede student mastery.
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TLF 4 SCORE:

4

TLF 4 COMMENTS:

Ms. Wilson was highly effective at providing multiple ways to engage with content. The ways students were provided to engage with content all significantly promoted student mastery of the objective. Students looked at the book, explained the feeling that they saw to their partners. They analyzed the Potato Eaters by Vincent Van Gogh, and were able to explain that the dark colors made the painting feel sad. They drew pictures using colors that depicted emotion, and participated in a matching activity.

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TLF T5: Check for Student Understanding

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at checking for student understanding.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> The teacher checks for understanding at all key moments. Every check gets an accurate "pulse" of the class's understanding. The teacher uses a variety of methods of checking for understanding. The teacher seamlessly integrates information gained from the checks by making adjustments to the content or delivery of the lesson, as appropriate. 	<p>Teacher is effective at checking for student understanding.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher checks for understanding of content at almost all key moments (when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through the independent practice). The teacher gets an accurate "pulse" of the class's understanding from almost every check, such that the teacher has enough information to adjust subsequent instruction if necessary. If a check reveals a need to make a whole-class adjustment to the lesson plan (for example, because most of the students did not understand a concept just taught), the teacher makes the appropriate adjustment in an effective way. 	<p>Teacher is minimally effective at checking for student understanding.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher sometimes checks for understanding of content, but misses several key moments. The teacher gets an accurate "pulse" of the class's understanding from most checks. If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher attempts to make the appropriate adjustment but may not do so in an effective way. 	<p>Teacher is ineffective at checking for student understanding.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher rarely or never checks for understanding of content, or misses nearly all key moments. The teacher does not get an accurate "pulse" of the class's understanding from most checks. For example, the teacher might neglect some students or ask very general questions that do not effectively assess student understanding. If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher does not attempt to make the appropriate adjustment, or attempts to make the adjustment but does not do so in an effective way.
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TLF 5 SCORE:

3

TLF 5 COMMENTS:

Ms. Wilson was effective at checks for student understanding. She checked for understanding of content at almost all key moments. Ms. Wilson got an accurate "pulse" of the class's understanding from almost every check, such that Ms. Wilson has enough information to adjust subsequent instruction if necessary. When a check revealed a need to make a whole-class adjustment to the lesson plan, Ms. Wilson made the appropriate adjustment in an effective way. At the beginning of the lesson students were unsure of how to respond to the questions and Ms. Wilson demonstrated the dramatic expressions with the own face. In art lessons, it may be most appropriate for a teacher to be checking for understanding on an ongoing basis through circulating and observing student work, rather than stopping the class to conduct distinct whole-class checks for understanding. An art teacher does not necessarily need to receive verbal feedback from students in order to assess their understanding of content; instead, their understanding might be most evident through their work. Ms. Wilson circulated and observed the students, as they worked, moving between the three tables. She also conducted a distinct check when the students did a matching activity where the matched photos of a person with an expression on his face, with a schematic representation of that feeling.

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TLF T6: Respond to Student Misunderstandings

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at responding to student misunderstandings.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> The teacher responds to almost all student misunderstandings with effective scaffolding. The teacher anticipates student misunderstandings and preemptively addresses them, either directly or through the design of the lesson. The teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand. 	<p>Teacher is effective at responding to student misunderstandings.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher responds to most student misunderstandings with effective scaffolding. When possible, the teacher uses scaffolding techniques that enable students to construct their own understandings (for example, by asking leading questions) rather than simply re-explaining a concept. If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate, responds with another way of scaffolding. 	<p>Teacher is minimally effective at responding to student misunderstandings.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher responds to some student misunderstandings with effective scaffolding. The teacher may primarily respond to misunderstandings by using scaffolding techniques that are teacher-driven (for example, re-explaining a concept) when student-driven techniques could have been effective. The teacher may sometimes persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding. 	<p>Teacher is ineffective at responding to student misunderstandings.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher responds to few student misunderstandings with effective scaffolding. The teacher may only respond to misunderstandings by using scaffolding techniques that are student-driven when student-driven techniques could have been effective. The teacher may frequently persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.
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TLF 6 SCORE:

TLF 6 COMMENTS:

nothing entered

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TLF T7: Develop Higher-Level Understanding through Effective Questioning

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at developing higher-level understanding through effective questioning.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> The teacher asks higher-level questions at multiple levels of Bloom's taxonomy, if appropriate to the lesson. Students are able to answer higher-level questions with meaningful responses, showing that they are accustomed to being asked these kinds of questions. Students pose higher-level questions to the teacher and to each other, showing that they are accustomed to asking these questions. 	<p>Teacher is effective at developing higher-level understanding through effective questioning.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher frequently develops higher-level understanding through effective questioning. Nearly all of the questions used are effective in developing higher-level understanding. The teacher uses a variety of questions. 	<p>Teacher is minimally effective at developing higher-level understanding through effective questioning.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher sometimes develops higher-level understanding through effective questioning. Some of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that are unnecessarily complex or confusing to students. The teacher may repeatedly use two or three questions. 	<p>Teacher is ineffective at developing higher-level understanding through effective questioning.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher rarely or never develops higher-level understanding through effective questioning. Most of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that do not push students' thinking. The teacher may only use one question repeatedly. For example, the teacher might always ask students "Why?" in response to their answers.
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TLF 7 SCORE:

3

TLF 7 COMMENTS:

Ms. Wilson was effective at the development of higher-level understanding through effective questioning and a challenging project. The teacher frequently developed higher-level understanding through effective questioning. Nearly all of the questions used were effective and required higher-level understanding for students this age. She used a variety of questions that required a variety of response styles, especially effective were the dramatic responses. Ms. Wilson developed higher-level understanding by through two challenging tasks.

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TLF T8: Maximize Instructional Time

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing, and effective classroom management.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do. Transitions are orderly, efficient, and systematic, and require little teacher direction. Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials). Students share responsibility for the operations and routines in the classroom. The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do. The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it. 	<p>Teacher is effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing, and effective classroom management.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities. Transitions are generally smooth with some teacher direction. Students are only idle for very brief periods of time while waiting for the teacher (for example, while the teacher takes attendance or prepares materials). The teacher spends an appropriate amount of time on each part of the lesson. The lesson progresses at a quick pace, such that students are almost never disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class). Inappropriate or off-task student behavior rarely interrupts or delays the lesson. 	<p>Teacher is minimally effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing, and effective classroom management.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> Routines and procedures are in place but require significant teacher prompting and direction; students may be unclear about what they should be doing and may ask questions frequently. Transitions are fully directed by the teacher and may be less orderly and efficient. Students may be idle for short periods of time while waiting for the teacher. The teacher may spend too much time on one part of the lesson (for example, may allow the opening to continue longer than necessary). The lesson progresses at a moderate pace, but students are sometimes disengaged or left with nothing meaningful to do. Inappropriate or off-task student behavior sometimes interrupts or delays the lesson. 	<p>Teacher is ineffective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing, and effective classroom management.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> There are no evident routines and procedures, so the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions. Transitions are disorderly and inefficient. Students may be idle for significant periods of time while waiting for the teacher. The teacher may spend an inappropriate amount of time on one or more parts of the lesson (for example, spends 20 minutes on the warm-up). The lesson progresses at a notably slow pace, and students are frequently disengaged or left with nothing meaningful to do. Inappropriate or off-task student behavior constantly interrupts or delays the lesson.
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TLF 8 SCORE:

4

TLF 8 COMMENTS:

Ms. Wilson was highly effective at the maximization of instructional time Routines and procedures ran smoothly with minimal prompting from Ms. Wilson. Transitions were orderly, efficient, and systematic, and require little teacher direction. Malcolm Gladwell mentions repetition in Tipping Point. He says "The driving force for a preschooler is not a search for novelty it is a search for understanding and predictability. When they see a show (or repeat a procedure, process or concept) over and over again, they are not only understanding it better, which is a form of power, by predicting what is going to happen next". The routines and procedures used by Ms. Wilson provided students with this structure. Students knew their responsibilities and did not have to ask questions about what to do. Students were never idle while waiting for Ms. Wilson. The lesson progressed at a quick pace, such that students were never disengaged, and students who finished assigned work early had something else meaningful to do. Inappropriate or off-task student behavior rarely interrupted or delayed the lesson.

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TLF T9: Build a Supportive, Learning-Focused Classroom Community

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at building a supportive and learning-focused classroom community.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> Students are invested in their work and value the success of their peers. 	<p>Teacher is effective at building a supportive and learning-focused classroom community.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> Students are invested in their work and value academic success. For 	<p>Teacher is minimally effective at building a supportive and learning-focused classroom community.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> Students are generally engaged in their work but are not highly invested in 	<p>Teacher is ineffective at building a supportive and learning-focused classroom community.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> Students may demonstrate disinterest or lack of investment in their work.
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- For example, they can be seen collaborating with and helping each other without prompting from the teacher.
 - Students may give unsolicited praise or encouragement to their peers for good work, when appropriate.
 - Student comments and actions demonstrate that students are excited about their work and understand why it is important.
 - There is evidence that the teacher has strong, individualized relationships with students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences.
 - Students may demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work.
- example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.
 - The classroom is a safe environment for students to take on challenges and risk failure. For example, students are eager to answer questions, feel comfortable asking the teacher for help, and do not respond negatively when a peer answers a question incorrectly.
 - Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.
 - The teacher meaningfully reinforces positive behavior and good academic work as appropriate.
 - The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.
- it. For example, students might spend significant time off-task or require frequent reminders; students might give up easily; or the teacher might communicate messages about the importance of the work, but there is little evidence that students have internalized them.
 - Some students are willing to take academic risks, but others may not be. For example, some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the teacher for help even when they need it; or some students might occasionally respond negatively when a peer answers a question incorrectly.
 - Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt, or might be respectful and attentive to the teacher, but not to their peers.
 - The teacher may rarely reinforce positive behavior and good academic work, may do so for some students but not for others, or may not do so in a meaningful way.
 - The teacher may have a positive rapport with some students but not others, or may demonstrate little rapport with students.
- For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
 - Students are generally not willing to take on challenges and risk failure. For example, most students might be reluctant to answer questions or take on challenging assignments, most students might be hesitant to ask the teacher for help even when they need it, or students might discourage or interfere with the work of their peers or criticize students who give incorrect answers.
 - Students may frequently be disrespectful to the teacher or their peers. For example, they might frequently interrupt or be clearly inattentive when the teacher or their peers are speaking.
 - The teacher may never reinforce positive behavior and good academic work, or s/he may do so for only a few students.
 - There may be little or no evidence of a positive rapport between the teacher and the students, or there may be evidence that the teacher has a negative rapport with students.

TLF 9 SCORE:

3

TLF 9 COMMENTS:

Ms. Wilson was effective at building a supportive learning focused classroom community. Ms. Wilson meaningfully reinforced positive behavior and good academic work as appropriate. She had a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students thoughts and opinions. When Elaina was unable to identify a color that made her happy, Ms. Wilson said, "I'll ask you later." Students were invested in their work and valued academic success. The students did not respond negatively when a peer was unable to formulate a response to a question. They were always respectful of their teacher and their peers. The classroom was a safe environment for students to take on challenges and risk failure. Ms. Wilson provided appropriate and valuable feedback on their work product and process to students. Children are eager to have adults comment on what they are doing. A teachers comments can encourage and validate each child's efforts. A quick, "Oh thats good" or "I like it" does not suffice, because it implies that it is the child's job to please an adult. Value judgments, thought difficult to avoid, leave the child guessing about how and why their work is "good" and do not provide any specifics or helpful feedback. Sensitive responses should highlight the features the child is responding to in the object.

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Current Assessment

NAME: **Mara Wilson**
 SCHOOL: **Payne ES**
 TITLE: **TEACHER**
 SCHOOL YEAR: **2010-2011**
 GROUP: **Group 2**
 CYCLE: **Cycle 3**
 ASSESSOR: **Felicia Messina-D'Haiti**
 DATE OF OBSERVATION (GROUPS 1-6)* Click on the calendar icon to select the date of the observation.
 DATE OF CONFERENCE (ALL GROUPS) Click on the calendar icon to select the date of the conference.

*For teachers (Educator Groups 1-6), the conference must occur within 15 calendar days of the observation and no later than the end date of the assessment cycle.

Elements of this Assessment

• [TLF 175](#)

Click on a component to jump to that section.

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We recommend saving frequently. You can come back to this screen and update information as often as you like during the assessment cycle. When you are done, click Save and Finalize.

• [SAVE & FINALIZE](#)

Click Save and Finalize (here or at the bottom of this page) when the assessment is complete. After you Save and Finalize, you will no longer be able to change this assessment.

TLF

TLF T1: Lead Well-Organized, Objective-Driven Lessons

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at leading well-organized, objective-driven lessons.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students can authentically explain <i>what</i> they are learning, beyond simply repeating back the stated or posted objective. • Students can authentically explain <i>why</i> what they are learning is important, beyond simply repeating the teacher's explanation. • Students understand how the objective fits into the broader unit and course goals. For example, this might be shown through an effective teacher explanation of how the lesson connects to the unit's essential questions or structure, or reflected in students demonstrating through their comments that they understand how the lesson fits into the broader goals of the unit. • The teacher actively and effectively engages students in the process of connecting the lesson to their prior knowledge. For example, the teacher might ask students to 	<p>Teacher is effective at leading well-organized, objective-driven lessons.</p> <p><i>The following best describes what is observed:</i></p> <p>The lesson objective is specific, measurable, and aligned to standards; it conveys what students are learning and what they will be able to do by the end of the lesson.</p> <p>The objective of the lesson is clear to students. For example, the teacher might clearly state and explain the objective, or students might demonstrate through their actions that they understand what they will be learning and doing.</p> <ul style="list-style-type: none"> • The teacher ensures that students understand the importance of the objective. For example, the teacher might effectively explain its importance, or students might demonstrate through their comments that they understand the importance of what they are learning. • The lesson builds on students' prior knowledge in a significant and meaningful way, as 	<p>Teacher is minimally effective at leading well-organized, objective-driven lessons.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective may be missing one component (for example, it might not be specific, or it might not be aligned to standards), but it does convey what students are learning and what they will be able to do by the end of the lesson. • The teacher may state the objective of the lesson but may do so in a way that does not effectively lead to student understanding. For example, the objective might not be in developmentally appropriate language. • The teacher may explain the importance of the objective but may do so in a way that does not effectively lead to student understanding. For example, the explanation might be too general to be effective. • The teacher may state how the lesson connects to students' prior knowledge, but the lesson generally does not build 	<p>Teacher is ineffective at leading well-organized, objective-driven lessons.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective may be missing more than one component, the objective may not convey what students are learning or what they will be able to do by the end of the lesson, there may not be a clear objective to the lesson, or the objective stated or posted may not connect to the lesson taught. • The teacher may not state the objective, or students may be unclear or confused about what they will be learning and doing. • The teacher may not explain the importance of the objective, or students may not understand its importance. • The teacher may make no effort to have the lesson build on or connect to students' prior knowledge, or the teacher may make an effort that is ineffective. • The lesson may be generally disorganized. Different parts of the
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<p>connect concepts to their own experiences or to what they have learned in other courses.</p>	<p>appropriate to the objective. The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.</p>	<p>on students' prior knowledge in a significant and meaningful way. For example, the teacher might simply make a reference to what students were doing in the previous lesson. • Some parts of the lesson may not be closely connected to each other or aligned to the objective, or some parts may not significantly move students toward mastery of the objective.</p>	<p>lesson may have no connection to each other, students may be confused about what to do, most parts of the lesson may not be aligned to the objective, or most parts of the lesson may not significantly move students toward mastery of the objective.</p>
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TLF 1 SCORE:

4

TLF 1 COMMENTS:

Ms. Wilson was highly effective at leading well-organized, objective-driven lessons. The lesson objective was to create a composition using two different types of art making tools/media. Students could authentically explain what they were learning as they worked on their projects. Ms. Wilson actively and effectively engaged students in the process of connecting the lesson to their prior knowledge. Ms. Wilson used a class discussion and reading of a book to connect the lesson to prior knowledge. The lesson objective was specific, measurable, and aligned to standards; it conveyed what students were learning and what they would be able to do by the end of the lesson. The lesson was well-organized: All parts of the lesson were connected to each other and aligned to the objective, and each part significantly moved students toward mastery of the objective.

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TLF T2: Explain Content Clearly

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at explaining content clearly.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Explanations are concise, fully explaining concepts in as direct and efficient a manner as possible. • The teacher effectively makes connections with other content areas, students' experiences and interests, or current events in order to make the content relevant and build student understanding and interest. • When appropriate, the teacher explains concepts in a way that actively involves students in the learning process, such as by facilitating opportunities for students to explain concepts to each other. • Explanations provoke student interest in and excitement about the content. • Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level. 	<p>Teacher is effective at explaining content clearly.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Explanations of content are clear and coherent, and they build student understanding of content. • The teacher uses developmentally appropriate language and explanations. • The teacher gives clear, precise definitions and uses specific academic language as appropriate. • The teacher emphasizes key points when necessary. • When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and uses an alternative way to effectively explain the concept. • Students ask relatively few clarifying questions because they understand the explanations. However, they may ask a number of extension questions because they are engaged in the content and eager to learn more about it. 	<p>Teacher is minimally effective at explaining content clearly.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Explanations are generally clear and coherent, with a few exceptions, but they may not be entirely effective in building student understanding of content. • Some language and explanations may not be developmentally appropriate. • The teacher may sometimes give definitions that are not completely clear or precise, or sometimes may not use academic language when it is appropriate to do so. • The teacher may only sometimes emphasize key points when necessary, so that students are sometimes unclear about the main ideas of the content. • When an explanation is not effectively leading students to understand the concept, the teacher may sometimes move on or re-explain in the same way rather than provide an effective alternative explanation. • Students may ask some clarifying questions showing that they are confused by the explanations. 	<p>Teacher is ineffective at explaining content clearly.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Explanations may be unclear or incoherent, and they are generally ineffective in building student understanding of content. • Much of the teacher's language may not be developmentally appropriate. • The teacher may frequently give unclear or imprecise definitions, or frequently may not use academic language when it is appropriate to do so. • The teacher may rarely or never emphasize key points when necessary, such that students are often unclear about the main ideas of the content. • The teacher may frequently adhere rigidly to the initial plan for explaining content even when it is clear that an explanation is not effectively leading students to understand the concept. • Students may frequently ask clarifying questions showing that they are confused by the explanations, or students may be consistently frustrated or disengaged because of unclear explanations.
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TLF 2 SCORE:

4

TLF 2 COMMENTS:

Ms. Wilson was highly effective at explaining content clearly. Explanations were concise, fully explaining concepts in as direct and efficient a manner as possible. Ms. Wilson effectively made connections with students experiences and interests, or current events in order to make the content relevant and build student understanding and interest. When discussing the book they were reading together, Ms. Wilson had students talk to each other about what they saw in the book and discussed childrens experiences with riding trains. When appropriate, Ms. Wilson explained concepts in a way that actively involved students in the learning process, such as by facilitating opportunities for students to explain concepts to each other. Explanations provoked student interest in and excitement about the content. Students were engaged in listening to the story and discussing what they saw with their partners and with the class.

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TLF T3: Engage Students at All Learning Levels in Rigorous Work

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at engaging students at all learning levels in rigorous work.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as both of the following:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to all students at different learning levels. • The teacher makes the lesson challenging to all students at different learning levels. 	<p>Teacher is effective at engaging students at all learning levels in rigorous work.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, if necessary, the teacher might differentiate content, process, or product (using strategies that might include, for example, flexible grouping, leveled texts, or tiered assignments) in order to ensure that students are able to access the lesson. • The teacher makes the lesson challenging to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, the teacher might ask more challenging questions, assign more demanding work, or provide extension assignments in order to ensure that all students are challenged by the lesson. • There is an appropriate balance between teacher-directed instruction and rigorous student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning. 	<p>Teacher is minimally effective at engaging students at all learning levels in rigorous work.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to most students; some students may not be able to access certain parts of the lesson. • The teacher makes the lesson challenging to most students; some students may not be challenged by certain parts of the lesson. • While students have some opportunities to meaningfully practice, apply, and demonstrate what they are learning, there is more teacher-directed instruction than appropriate. 	<p>Teacher is ineffective at engaging students at all learning levels in rigorous work.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson is not accessible to most students. • The lesson is not challenging to most students. • The lesson is almost entirely teacher-directed, and students have few opportunities to meaningfully practice, apply, and demonstrate what they are learning.
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TLF 3 SCORE:

4

TLF 3 COMMENTS:

Ms. Wilson was highly effective at engaging students at all learning levels in rigorous work. Ms. Wilson made the lesson accessible to all students at different learning levels. Ms. Wilson made the lesson challenging to all students at different learning levels. Ms. Wilson visited with each student to ensure that the lesson was both accessible and challenging as appropriate. She provided additional assistance and support to students who appeared to be struggling, and she asked questions to prompt other students to further their work. She asked students who finished more quickly what else they would like to add to their work, and how did they like their designs. Students re-examined their work and added additional elements to their compositions. There was an appropriate balance between teacher-directed instruction and rigorous student-centered learning during the lesson, such that students had adequate opportunities to meaningfully practice, apply, and demonstrate what they were learning. Students had the opportunity to experiment with using different colors, media as well as tools, such as rubbing blocks to create both color and texture in their compositions.

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TLF T4: Provide Students Multiple Ways to Engage with Content

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at providing students multiple ways to engage with content.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as the following:</i></p> <ul style="list-style-type: none"> • The ways students are 	<p>Teacher is effective at providing students multiple ways to engage with content.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher provides students more than one 	<p>Teacher is minimally effective at providing students multiple ways to engage with content.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher provides students more than one 	<p>Teacher is ineffective at providing students multiple ways to engage with content.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher provides students with more than
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provided to engage with content all significantly promote student mastery of the objective; students respond positively and are actively involved in the work.

way to engage with content, as appropriate, and all ways are matched to the lesson objective. For particular types of lessons, this may only entail giving students two ways to engage with content (for example, a Socratic seminar might involve verbal/linguistic and interpersonal ways), while for many lessons, this may involve three or more.

- The ways students are provided to engage with content all promote student mastery of the objective.

way to engage with content, but not all of these may be well matched to the lesson objective; or, the teacher may only give students two ways to engage with content when using an additional way would have been more appropriate to the objective (for example, a lesson introducing fractions that involves only auditory and interpersonal but not visual or tactile/kinesthetic ways)

- Some ways provided do not promote student mastery of the objective.

one way to engage with content, but most of these may not be well matched to the lesson objective; or, the teacher may only give students one way to engage with the content.

- Most or all ways provided do not promote student mastery of the objective; or, some ways may distract from or impede student mastery.

TLF 4 SCORE:

3

TLF 4 COMMENTS:

Ms. Wilson was effective at providing students multiple ways to engage with content. Ms. Wilson provided students more than one way to engage with content, as appropriate, and all ways were matched to the lesson objective. Ms. Wilson engaged the students by reading the story, through their discussion and through the art activity in which students manipulated crayons, paint, and other tools to create their compositions. The ways students engaged with content all promoted student mastery of the objective.

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TLF T5: Check for Student Understanding

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at checking for student understanding.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher checks for understanding at all key moments. • Every check gets an accurate "pulse" of the class's understanding. • The teacher uses a variety of methods of checking for understanding. • The teacher seamlessly integrates information gained from the checks by making adjustments to the content or delivery of the lesson, as appropriate. 	<p>Teacher is effective at checking for student understanding.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher checks for understanding of content at almost all key moments (when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through the independent practice). • The teacher gets an accurate "pulse" of the class's understanding from almost every check, such that the teacher has enough information to adjust subsequent instruction if necessary. • If a check reveals a need to make a whole-class adjustment to the lesson plan (for example, because most of the students did not understand a concept just taught), the teacher makes the appropriate adjustment in an effective way. 	<p>Teacher is minimally effective at checking for student understanding.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher sometimes checks for understanding of content, but misses several key moments. • The teacher gets an accurate "pulse" of the class's understanding from most checks. • If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher attempts to make the appropriate adjustment but may not do so in an effective way. 	<p>Teacher is ineffective at checking for student understanding.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher rarely or never checks for understanding of content, or misses nearly all key moments. • The teacher does not get an accurate "pulse" of the class's understanding from most checks. For example, the teacher might neglect some students or ask very general questions that do not effectively assess student understanding. • If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher does not attempt to make the appropriate adjustment, or attempts to make the adjustment but does not do so in an effective way.
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TLF 5 SCORE:

4

TLF 5 COMMENTS:

Ms. Wilson was highly effective at checking for student understanding. Ms. Wilson checked for understanding at all key moments. Every check got an accurate "pulse" of the class's understanding. Ms. Wilson checked for understanding of the story they were reading, classroom procedures as well as individual student progress on their work. Ms. Wilson used a variety of methods of checking for understanding by asking questions, visually checking on students and asking students to repeat procedures.

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TLF T6: Respond to Student Misunderstandings

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at responding to student misunderstandings.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher responds to almost all student misunderstandings with effective scaffolding. • The teacher anticipates student misunderstandings and preemptively addresses them, either directly or through the design of the lesson. • The teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand. 	<p>Teacher is effective at responding to student misunderstandings.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher responds to most student misunderstandings with effective scaffolding. • When possible, the teacher uses scaffolding techniques that enable students to construct their own understandings (for example, by asking leading questions) rather than simply re-explaining a concept. • If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate, responds with another way of scaffolding. 	<p>Teacher is minimally effective at responding to student misunderstandings.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher responds to some student misunderstandings with effective scaffolding. • The teacher may primarily respond to misunderstandings by using scaffolding techniques that are teacher-driven (for example, re-explaining a concept) when student-driven techniques could have been effective. • The teacher may sometimes persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding. 	<p>Teacher is ineffective at responding to student misunderstandings.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher responds to few student misunderstandings with effective scaffolding. • The teacher may only respond to misunderstandings by using scaffolding techniques that are teacher-driven when student-driven techniques could have been effective. • The teacher may frequently persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.
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TLF 6 SCORE:

TLF 6 COMMENTS:

nothing entered

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TLF T7: Develop Higher-Level Understanding through Effective Questioning

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
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<p>Teacher is highly effective at developing higher-level understanding through effective questioning.</p> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher asks higher-level questions at multiple levels of Bloom's taxonomy, if appropriate to the lesson. • Students are able to answer higher-level questions with meaningful responses, showing that they are accustomed to being asked these kinds of questions. • Students pose higher-level questions to the teacher and to each other, showing that they are accustomed to asking these questions. 	<p>Teacher is effective at developing higher-level understanding through effective questioning.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher frequently develops higher-level understanding through effective questioning. • Nearly all of the questions used are effective in developing higher-level understanding. • The teacher uses a variety of questions. 	<p>Teacher is minimally effective at developing higher-level understanding through effective questioning.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher sometimes develops higher-level understanding through effective questioning. • Some of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that are unnecessarily complex or confusing to students. • The teacher may repeatedly use two or three questions. 	<p>Teacher is ineffective at developing higher-level understanding through effective questioning.</p> <p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher rarely or never develops higher-level understanding through effective questioning. • Most of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that do not push students' thinking. • The teacher may only use one question repeatedly. For example, the teacher might always ask students "Why?" in response to their answers.
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TLF 7 SCORE:

3

TLF 7 COMMENTS:

Ms. Wilson was effective at developing higher-level understanding through effective questioning. Ms. Wilson frequently developed higher-level understanding through effective questioning. Ms. Wilson asked students to interpret the story. One question she asked was "how do you know the people are inside or outside of the train?" A student answered that the people are inside. She asked, "How do you know?" She asked students to explain what kinds of designs they were making in their compositions as well. Nearly all of the questions used were effective in developing higher-level understanding. Ms. Wilson used a variety of questions.

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TLF T8: Maximize Instructional Time

LEVEL 4 (HIGHEST) LEVEL 3 LEVEL 2 LEVEL 1 (LOWEST)

Teacher is highly effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing, and effective classroom management.

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

- Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do.
- Transitions are orderly, efficient, and systematic, and require little teacher direction.
- Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials).
- Students share responsibility for the operations and routines in the classroom.
- The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do.
- The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it.

Teacher is effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing, and effective classroom management.

The following best describes what is observed:

- Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities.
- Transitions are generally smooth with some teacher direction.
- Students are only idle for very brief periods of time while waiting for the teacher (for example, while the teacher takes attendance or prepares materials).
- The teacher spends an appropriate amount of time on each part of the lesson.
- The lesson progresses at a quick pace, such that students are almost never disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class).
- Inappropriate or off-task student behavior rarely interrupts or delays the lesson.

Teacher is minimally effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing, and effective classroom management.

The following best describes what is observed:

- Routines and procedures are in place but require significant teacher prompting and direction; students may be unclear about what they should be doing and may ask questions frequently.
- Transitions are fully directed by the teacher and may be less orderly and efficient.
- Students may be idle for short periods of time while waiting for the teacher.
- The teacher may spend too much time on one part of the lesson (for example, may allow the opening to continue longer than necessary).
- The lesson progresses at a moderate pace, but students are sometimes disengaged or left with nothing meaningful to do.
- Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.

Teacher is ineffective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing, and effective classroom management.

The following best describes what is observed:

- There are no evident routines and procedures, so the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions.
- Transitions are disorderly and inefficient.
- Students may be idle for significant periods of time while waiting for the teacher.
- The teacher may spend an inappropriate amount of time on one or more parts of the lesson (for example, spends 20 minutes on the warm-up).
- The lesson progresses at a notably slow pace, and students are frequently disengaged or left with nothing meaningful to do.
- Inappropriate or off-task student behavior constantly interrupts or delays the lesson.

TLF 8 SCORE:

4

TLF 8 COMMENTS:

Ms. Wilson was highly effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing, and effective classroom management. Routines and procedures ran smoothly with minimal prompting from Ms. Wilson; students knew their responsibilities and did not have to ask questions about what to do. Students transitioned quickly and quietly to their seats and proceeded to assist each other with their smocks. Transitions were orderly, efficient, and systematic, and required little teacher direction. Students were never idle while waiting for Ms. Wilson. Students shared responsibility for the operations and routines in the classroom. The lesson progressed at a rapid pace such that students were never disengaged. The flow of the lesson was never impeded by inappropriate or off-task student behavior.

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TLF T9: Build a Supportive, Learning-Focused Classroom Community

LEVEL 4 (HIGHEST) LEVEL 3 LEVEL 2 LEVEL 1 (LOWEST)

Teacher is highly effective at building a supportive and learning-focused classroom community.

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

- Students are invested in the success of their peers. For example, they can be seen collaborating with and helping each other without prompting from the teacher.
- Students may give unsolicited praise or encouragement to their

Teacher is effective at building a supportive and learning-focused classroom community.

The following best describes what is observed:

- Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.
- The classroom is a safe environment for students to take on challenges and

Teacher is minimally effective at building a supportive and learning-focused classroom community.

The following best describes what is observed:

- Students are generally engaged in their work but are not highly invested in it. For example, students might spend significant time off-task or require frequent reminders; students might give up easily, or the teacher might communicate messages about the

Teacher is ineffective at building a supportive and learning-focused classroom community.

The following best describes what is observed:

- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
- Students are generally not willing to take on

<p>peers for good work, when appropriate.</p> <ul style="list-style-type: none"> • Student comments and actions demonstrate that students are excited about their work and understand why it is important. • There is evidence that the teacher has strong, individualized relationships with students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences. • Students may demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work. 	<p>risk failure. For example, students are eager to answer questions, feel comfortable asking the teacher for help, and do not respond negatively when a peer answers a question incorrectly.</p> <ul style="list-style-type: none"> • Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions. • The teacher meaningfully reinforces positive behavior and good academic work as appropriate. • The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions. 	<p>importance of the work, but there is little evidence that students have internalized them.</p> <ul style="list-style-type: none"> • Some students are willing to take academic risks, but others may not be. For example, some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the teacher for help even when they need it; or some students might occasionally respond negatively when a peer answers a question incorrectly. • Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt, or might be respectful and attentive to the teacher, but not to their peers. • The teacher may rarely reinforce positive behavior and good academic work, may do so for some students but not for others, or may not do so in a meaningful way. • The teacher may have a positive rapport with some students but not others, or may demonstrate little rapport with students. 	<p>challenges and risk failure. For example, most students might be reluctant to answer questions or take on challenging assignments, most students might be hesitant to ask the teacher for help even when they need it, or students might discourage or interfere with the work of their peers or criticize students who give incorrect answers.</p> <p>Students may frequently be disrespectful to the teacher or their peers. For example, they might frequently interrupt or be clearly inattentive when the teacher or their peers are speaking.</p> <p>The teacher may never reinforce positive behavior and good academic work, or s/he may do so for only a few students.</p> <ul style="list-style-type: none"> • There may be little or no evidence of a positive rapport between the teacher and the students, or there may be evidence that the teacher has a negative rapport with students.
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TLF 9 SCORE:

4

TLF 9 COMMENTS:

Ms. Wilson was highly effective at building a supportive and learning-focused classroom community. Students were invested in the success of their peers. Students assisted each other with getting materials. Student comments and actions demonstrated that students were excited about their work and understand why it was important. There was evidence that Ms. Wilson had strong, individualized relationships with students in the class. Students demonstrated frequent positive engagement with their peers. Students worked well together, sharing materials on the table. Ms. Wilson complemented the students on their behavior and their academic work by making statements such as "I like the work you are doing here. That is a beautiful drawing." and "You are welcome. I appreciate it when you use your manners. Thank you."

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ADDITIONAL COMMENTS (Optional)

Please enter any other comments below:

SUGGESTIONS:

1. Refer to the Architecture of Accomplished Teaching and other items discussed in the Post Observation Conference.
2. Consider using additional ways to engage the students in the content, by showing different images or art works.
3. Model higher-level thinking skills through "think-alouds" for students and

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