Informal Teaching Evaluation

Residency Candidate_____Date_____Lesson # _____
School_____Grade_____Content _____

Instruction	Score
Standards and Objectives	/5
Lesson Structure and Pacing	/5
Presenting Instruction Content	/5
Activities and Materials	/5
Academic Language	/5
Problem Solving	/5
Assessment and Feedback	/5
Questioning	/5
Grouping Students	/5
Teacher Knowledge of Students	/5
Learning Environment	/5
Total Score	**____/55**

Teacher Qualities	1 point each
Positive Affect	
Voice Quality	
Speech and Grammar	
Appropriate Dress	
Professional manner/dispositions	
Total Score	**_____/5**

Observation Score	

Goals for Future Observation

Comments/Suggestions/Notes

Observer Signature_____Date_____
Residency Candidate Signature_____Date _____

Informal Teaching Evaluation Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives ☐	Standard aligned Learning Objectives are **clearly** • Communicated. • Referenced throughout lesson/reinforced in closure. • Consistently connected to previously learned material, life experience, or to another discipline. Expectations of students are **clear, demanding, and high.**	Standard aligned Learning Objectives are • Communicated • Referenced throughout lesson/reinforced in closure. • Connected to previously learned material Expectations of students are **clear.**	Learning objectives • **Are not** aligned with state standards. • **Are not** communicated or **poorly** communicated. • **Are not** referenced throughout lesson. • **Are not** connected to previously learned material. Expectations of students are **vague**.
Lesson Structure and Pacing ☐	• Lesson starts promptly. • Lesson has coherent structure (beginning, middle, and end) with Set/Motivator **and** Closure • Pacing is **appropriately brisk**. • No instructional time lost during transitions. Routines are seamless.	• Lesson starts promptly. • Lesson has structure (beginning, middle, and end) with Set/Motivator **and** Closure • Pacing is appropriate. • Little instructional time is lost during transitions and routines are efficient.	• Lesson does not start promptly. • Lesson is missing closure or introductory elements. • Pacing is appropriate for less than 1/2 of class. • Considerable time lost during transitions.
Presenting Instructional Content ☐	Includes **ALL** of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds. • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.	Includes **MOST** of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.	Includes **FEW** of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevancies. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.
Activities and Materials ☐	Activities/materials include **ALL** of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage **all** students. • Incorporate multimedia or technology • Use of resources beyond the text	Activities and materials include **MOST** of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage **majority** of students. • Incorporate multimedia or technology	Activities and materials include **FEW** of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage students. • Use of multimedia or technology

	• Games, simulations, experiments, or creations	• Use of resources beyond the text	• Use of resources beyond the text
Academic Language ☐	**Lesson must** include **evidence of all** of these: • **Academic Language** instruction/review • Opportunities to practice • Targeted Supports for **<u>three</u> demands** ○ **Function** ○ **Vocabulary** ○ **Syntax or Discourse**	Lesson includes **evidence** of: • **Academic Language** instruction/review • Opportunities to practice • General Supports for **<u>two</u> demands** ○ **Function** ○ **Vocabulary** ○ **Syntax or Discourse**	Academic Language **is poorly addressed** or **not addressed**.
Problem Solving ☐	Teacher implements activities that teach/reinforce **<u>3</u>** Abstraction Categorization Drawing Conclusions Predicting Outcomes Experimenting Generating Ideas Improving solutions Creating/designing Citing Evidence	Teacher implements activities that teach/reinforce **two:** Abstraction Categorization Drawing Conclusions Predicting Outcomes Experimenting Generating Ideas Improving solutions Creating/designing Citing Evidence	Teacher implements little or no activities that teach the problem-solving types, or Implementation of activities was poor or problematic.
Assessment and Feedback ☐	• **Frequent** checks for understanding (informal and formal assessments throughout lesson). • Feedback is **consistently** academically focused, frequent, high-quality **and references objectives.** • Feedback is **frequently** given during guided practice/homework review. • Teacher circulates to prompt student thinking, assess progress, and provide individual feedback. • Feedback from students is used to adjust instruction. • **Teacher engages students in giving specific and high-quality feedback to one another.**	• **Adequate** checks for understanding (informal and formal assessments throughout lesson). • Oral and/or written feedback is academically focused, frequent, and **mostly** high-quality. • Feedback is **sometimes** given during guided practice/homework review. • Teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is **sometimes** used to monitor and adjust instruction.	• **Few** checks for understanding. • The quality and timeliness of feedback is i**nconsistent**. • Feedback is **rarely** given during guided practice of homework review. • The teacher circulates during instructional activities **but mostly monitors behavior**. • Feedback from students **is rarely** used to monitor and adjust instruction.

Questioning	Description of Questions includes most of these: • Varied, including higher ordered thinking • Ask students to cite evidence during lesson. • Sequenced with attention to instructional goals • require active responses • purposeful and coherent • assess and advance student learning Questioning: • A high frequency of questions is asked. • Wait time (3-5 seconds) is consistently provided • Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender	Description of Questions: • Varied, including higher ordered thinking • Usually require students to cite evidence. • Sometimes sequenced with attention to instructional goals • Sometimes require active responses • purposeful and coherent Questioning: • A moderate frequency of questions is asked. • Wait time is sometimes provided. • Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender	Teacher questions are inconsistent in quality and include few question types. Questions • Random and lack coherence • Rarely sequenced with attention to instructional goals • Rarely require active responses Questioning: • A low frequency of questions is asked. • Wait time is inconsistently provided. • Teacher mostly calls on volunteers and high-ability students.
Grouping Students	• Grouping arrangements are used appropriately; varied and intentionally planned to maximize student understanding/learning and accomplish learning goals. • All students understand their roles and group work expectations. • All students are held accountable for work	• Grouping arrangements are used appropriately; adequately enhance student understanding and accomplish learning goals. • Most students understand their roles and group work expectations. • Most students are held accountable for work.	Opportunity for grouping is missed, OR… • Grouping arrangements inhibit student understanding/learning and are not intentionally planned to accomplish goals. • Few students understand their roles and expectations. • Few students are held accountable for work.
Teacher Knowledge of Students	Teacher practices • Display understanding of each student's anticipated learning difficulties • Regularly incorporate student interests and/or cultural heritage. • Regularly provide differentiated methods or content	Teacher practices • Display understanding of some student anticipated learning difficulties. • Sometimes incorporate student interests and/or cultural heritage. • Sometimes provide differentiated methods or content.	Teacher practices • Demonstrate minimal knowledge of students' anticipated learning difficulties. • Rarely incorporate student interests or cultural heritage. • Demonstrate little differentiated methods or content.
Learning Environment	• Establishes clear rules and expectations. • Students are consistently on task. • Deals with disruptive behavior quickly and firmly. • Demonstrates rapport and respect for students.	• Establishes rules and expectations. • Often redirects off-task students. • Deals with disruptive behavior. • Is generally friendly but may have inconsistencies in interactions with students.	• Establishes few rules and expectations. • Does not address disruptive or off-task behavior. • Demonstrates authoritarian or negative interactions with students.

	• Regularly reinforces and rewards effort. • Promotes positive interactions and students' interactions exhibit caring for one another.	• Sometimes reinforces and rewards effort. • Student-student interaction is polite.	• Rarely reinforces and rewards effort. • Student-student interaction is characterized by conflict, sarcasm, or put-downs.

Adapted from: Tennessee Department of Education, Tennessee Educator Acceleration Model, General Educator Rubric; http://team-tn.org/