

Please review each statement below and rate it by marking the appropriate column. After each individual has marked the statements the leader will tally the ratings to determine a group rating for each statement and lead discussion of items that had less than a majority of participants in agreement.

Designing and Planning Instruction				
Component	Essential	Useful, but not essential	Non-essential	CVR
Lists learning objectives that reflect key concepts of the discipline and are aligned with state and national standards.	37	4	1	.76
Uses student baseline data from pre-assessments that are aligned with stated learning targets/objectives when planning instruction.	33	8	1	.57
Plans methods of assessment that measure student performance on each objective.	39	3		.86
Plans and designs instructional strategies that align with stated objectives and consider classroom/school context and pre-assessment data.	41	1		.95

Plans instructional strategies that are appropriate for the content and contribute to students' learning.	40	2		.90
Effectively connects content with relevant life experiences of students.	28	10	4	.33
Plans instructional strategies that foster the development of higher-order thinking.	40	2		.90
Uses technology to design and plan instruction that facilitates student learning.	4	3	35	-.81
Co-plans lesson with PK-12 clinical educator and special educator (if applicable), selecting an approach that is appropriate for the stated lesson objectives.	20	19	3	-.05

Implementing Instruction

Component	Essential	Useful, but not essential	Non-essential	Tally
Uses clear and correct written and verbal language that communicates content in a manner appropriate for students.	41	1		.95
Clearly communicates (via verbal and body language) expectations and confidence in students' abilities to meet these expectations.	40	2		.90
Communicates clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	42	0		1.00
Uses a variety of instructional strategies that engage students throughout the lesson and consider students' diverse needs.	41	1		.95

Identifies misconceptions related to content and effectively addresses them during instruction.	36	5	1	.71
Implements instructional strategies that promote the development of higher-order thinking.	41	1		.95
Provides opportunities and guidance for students to consider lesson content from multiple, and relevant, perspectives.	23	9	10	.10
Performs non-instructional tasks, handles materials and supplies, manages transitions, and organizes and monitors group work so there is minimal loss of instructional time.	29	12	1	.38
Uses classroom space and materials effectively for the lesson AND the learners.	25	15	2	.19

Creates a classroom environment that is both emotionally and physically safe by treating all students with respect and concern.	42			1.00
Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable), actively utilizing all professionals in a manner that enhances student learning.	18	19	5	-.14
Teacher candidate and/or students use technology in a manner that facilitates or enhances student learning.	15	5	22	-.29
Uses appropriate formative assessments to determine each student's progress and guide instruction.	41	1		.95
Provides multiple opportunities for students to engage in self-assessment of learning.	19	14	9	-.10