

Please review each element below and rate it by marking the appropriate column. After each individual has marked the elements the leader will tally the ratings to determine a group rating for each element.

Designing and Planning Instruction				
Element	Essential	Useful, but not essential	Non-essential	CVR
Lists measurable learning targets/ objectives that reflect key concepts of the discipline and are aligned with state and national standards.	28	2		.87
Describes student baseline data from pre-assessment(s) that are aligned with stated learning targets/objectives and uses that data to plan instruction.	22	6	2	.47
Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives.	30			1.00
Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context and pre-assessment data.	30			1.00

<p>The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, and differentiation strategies to meet students' needs.</p>	<p>26</p>	<p>4</p>		<p>.73</p>
<p>Plans instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.</p>	<p>24</p>	<p>5</p>	<p>1</p>	<p>.60</p>
<p>Co-plans lesson with PK-12 clinical educator and special educator (if applicable), selecting a co-teaching strategy that is appropriate for the stated learning targets/ objectives.</p>	<p>25</p>	<p>5</p>		<p>.67</p>

Implementing Instruction

Component	Essential	Useful, but not essential	Non-essential	CVR
Communicates accurate content, both orally and in writing.	29	1		.93
Clearly communicates (via verbal and body language) academic expectations and confidence in students' abilities to meet these expectations.	28	2		.87
Communicates clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	30			1.00
Uses a variety of instructional strategies that engage all students throughout the lesson and considers students' diverse needs.	29	1		.93
Identifies students' misconceptions related to content and effectively addresses them during instruction.	21	8	1	.40

Implements instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	27	3		.80
Performs non-instructional and/or instructional tasks in an efficient manner with minimal loss of instructional time.	26	4		.73
Creates a classroom environment that is both emotionally and physically safe by treating all students with respect and concern.	30			1.00
Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) with clearly defined roles and shared responsibility for student learning.	26	3	1	.73
Use of technology by the teacher candidate and students in a manner that facilitates and enhances instruction and/or student learning.	25	5		.67

Uses formative assessments to determine each student's progress and guide instruction.	26	4		.73
Employs student self-assessment in a clear and purposeful way and helps learners understand and use their assessment results.	21	6	3	.40
Uses appropriate volume, tone, energy and enthusiasm to engage students.	25	3	2	.67