

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <b>3.0</b> 4.0	This was an introductory lesson on Space presented in this second grade classroom. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <b>3.0</b> 4.0	As this was an introductory lesson, Ian monitored a basic knowledge of the students through observation.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <b>3.0</b> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <b>3.0</b> 4.0	Ian exhibits a fairness for each student as he works with them with an underlying belief that all students can learn.
Creates a safe and respectful environment for learners		1.0 <b>3.0</b> 4.0	Students responded and appeared to try their best making it appear they felt safe and respected to do so.
Structures a classroom environment that promotes student engagement		1.0 <b>3.0</b> 4.0	Students appeared and engaged with the activities Ian had planned.
Clearly communicates expectations for appropriate student behavior		1.0 <b>3.0</b>	Ian had planned an innovative lesson with engaging activities and it appeared Ian wanted to get right into them. Ian will want to envision what kinds of student behavior he would expect and clearly share those expectations with the students each time BEFORE the students transition to a different activity. This would alleviate the reminders and the need to redirect the students after

		4.0	the fact.
Responds appropriately to student behavior		1.0 3.0 4.0	Ian used a positive approach to redirecting students. As stated above, Ian will want to give clear directions in transitions which would also serve to eliminate the need for some of the redirection.
Effectively teaches subject matter		1.0 3.0 4.0	See Overall Comments below
Guides mastery of content through meaningful learning experiences		1.0 3.0 4.0	Ian modeled the expected outcome he desired for their science notebooks. He might also want to go one step further with this and create a sentence together as a class describing the learning that they could all copy onto their notebooks. This would serve as accurate information for their notebooks.
Connects core content to relevant, real-life experiences and learning tasks		1.0 3.0 4.0	
Designs activities where students engage with subject matter from a variety of perspectives		1.0 3.5 4.0	By preparing and then having students physically become the Big Dipper" in this lesson. All students appeared engaged at a higher level.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 3.0 4.0	
Uses multiple methods of assessment		1.0 3.0	Ian monitored students in the whole group activity, monitored and assessed them in their independent work, and then had a pencil paper activity to further assess student learning.

		4.0	
Connects lesson goals with school curriculum and state standards		1.0 3.0 4.0	The lesson was correlated to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs		1.0 3.0 4.0	Ian recognized and then adjusted his chart he was modeling for the students so that all students could see appropriately and therefore they could be successful in making their own.
Varies instructional strategies to engage learners		1.0 3.0 4.0	Ian incorporated student movement using innovation engaging student learning.
Differentiates instruction for a variety of learning needs		1.0 3.0 4.0	
Uses feedback to improve teaching effectiveness		1.0 3.0 4.0	Ian appeared to genuinely appreciate feedback on his teaching.
Uses self-reflection to improve teaching effectiveness		1.0 3.0 4.0	Ian appeared to accurately reflect on his teaching effectiveness
Upholds legal responsibilities as a professional educator		1.0 3.0 4.0	