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| **I. Design of Instruction** | **Exceptional**  **(Target)** | **Proficient**  **(Acceptable)** | **Needs Improvement**  **(Unacceptable)** |
| **1. Lesson objectives** | Lesson objectives are performance based, connect to NJCCC standards, and challenge students to make deep conceptual connections. | Lesson objectives are performance based, connect to NJCCC standards, and reflect lesson content. | Lesson objectives are stated but are not performance based, do not connect to NJCCC standards or are extraneous to the lesson. |
| **2. Subject matter knowledge** | Lesson demonstrates deep content and awareness of conceptual connections. | Lesson demonstrates content competency and conceptual connections. | Lesson reflects weak or inaccurate content knowledge or lacks conceptual connections. |
| **3. Developmentally appropriate practice** | Content and assessments are customized for subgroups of students. | Content and assessment are generally differentiated. | Content and assessments are not meaningfully differentiated. |
| **II. Implementation** | **Exceptional** | **Proficient** | **Needs Improvement** |
| **4. Lesson beginning** | Is an activity that activates prior knowledge, stirs inquiry, launches, and connects to lesson. | Is an activity that activates prior knowledge, generates interest, launches and connects to lesson. | Is an activity that does not activate prior knowledge, does not engage students, or does not connect to lesson. |
| **5. Lesson Activities** | Lesson activities are developmentally appropriate, creative, target student needs and interests, conceptually connect to one another, and successfully meet learning objectives. | Lesson activities are developmentally appropriate, generate interest, and are sound instructional choices that successfully meet learning objectives. | Lesson activities are developmentally inappropriate, uninteresting, are poor instructional choices, or do not meet learning objectives. |
|  | **Exceptional** | **Proficient** | **Needs Improvement** |
| **6. Subject Matter**  **Knowledge** | TC demonstrates command of content knowledge and makes conceptual connections. | TC demonstrates command of content knowledge. | TC provides incomplete or inaccurate information. |
| **7. Differentiated instruction**   * **prior knowledge** * **disabilities** * **culture** * **English language proficiency** | All students are engaged in the learning activities and assessments throughout the lesson. | Most students are engaged in learning activities and assessments throughout the lesson. | Many students are not engaged in learning activities and assessments throughout the lesson. |
| **8. Effectiveness of Communication/Classroom Presence**   * **Use of standard English** * **Voice** * **Intonation** * **Non-verbal communication** * **Enthusiasm** | TC has good command of standard English; communicates effectively using voice, intonation, and non-verbal communication to enhance comprehension. TC has appropriate classroom presence. | TC has good command of standard English, but some lapses are noted; TC’s voice, intonation, non-verbal communication and classroom presence is generally appropriate. | TC has poor command of standard English; TC’s voice is too loud or soft, lacks enthusiasm or modulation; and/or fails to use non-verbal gestures; lacks appropriate classroom presence. |
| **9. Materials**   * **Graphic organizers** * **Handouts** * **Technology** * **Laboratory** * **Use of Space** | TC uses materials/ technology/ space (as appropriate) to support instruction effectively. | TC Generally uses materials/technology/space (as appropriate) to support instruction effectively. | TC does not use materials/technology/  space to support instruction effectively. |
| **10. Questioning** | TC poses higher order questions that make students think critically and make complex connections. | TC poses some higher order questions that make students think critically. | TC poses a series of questions that are lower on Bloom’s Taxonomy. |
| **11. Responsiveness** | TC listens actively to students’ ideas and contributions and responds appropriately. | TC listens to students’ ideas and contributions and tries to respond with interest and flexibility. | TC does not listen and/or respond appropriately to the students. |
| **12. Managing Transitions** | TC’s transitions make effective connections between lesson activities. | TC’s transitions are mostly effective in making connections between lesson activities. | TC’s transitions are absent or underdeveloped. |
| **13. Pacing** | Lesson is well paced. | Parts of the lesson are well paced. | Lesson is not effectively paced. |
|  | **Exceptional** | **Proficient** | **Needs Improvement** |
| **14. Awareness of Student Behavior** | TC is aware of and responds to individual differences in student behaviors. | TC is generally aware of and responds to individual differences in student behaviors. | TC is not aware of and does not respond to student behaviors.  . |
| **15. Managing instructional time and space.** | TC is consistent in maintaining positive and appropriate classroom control. | TC is generally consistent in maintaining positive and appropriate classroom control. | TC is inconsistent or unable to maintain classroom control. |
| **16. Closure** | In the closure activity students share their thinking to provide evidence of mastery of learning objectives. | The closure activity connects back to the learning objectives and provides some evidence of achievement. | There is no closure activity or the activity does not connect to learning objectives. |
| **17. Assessment** | TC uses assessment strategies to evaluate student learning effectively throughout the lesson. | TC generally uses assessment strategies to evaluate student learning in the lesson. | TC does not use assessments to effectively gauge student learning in the lesson. |

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| NOTES/NARRATIVE COMMENTS: |