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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: |