

I. Classroom Techniques and Management

	Exceeds Expectations	Meets Expectations	Below Expectations
A. Beginning of Class			
Organizes and assembles materials prior to start of class.	Instructor has extra copies of all materials. All materials are distributed prior to the start of class. Instructor also has copies of resource materials available for students.	All materials are available for students when they enter the classroom area.	Instructor fails to have materials prepared. He/she fails to be prepared when students enter classroom.
Completes an introductory activity that focuses students	Instructor delivers an introductory activity that is interesting and memorable. The activity provokes thought and reflection about the topic. He/she engages more than 50% of the students in the activity.	Instructor has an introductory activity that focuses attention on the material to be taught. He/she engages at least 50% of the students in the activity.	Instructor begins lesson without doing anything to prepare or focus students.
Introduces lesson topic and objectives.	Instructor explains what the lesson objectives will be. He/she also explains what the order of the class will be. Instructor explains material in a way that ties current learning to previous learning.	Instructor explains the lesson objectives and what the order of the class will be.	No introduction or objectives are given to students; no outline of the class given to students.
B. Duration of Class			
Uses a variety of strategies/techniques.	Instructor uses a variety of creative teaching techniques; instructor uses an especially creative or engaging technique that gets students to think beyond existing parameters. Instructor uses more than three techniques such as lecture, questioning, audio-visual materials, or hands on activities.	Instructor uses at least three different techniques such as lecture, questioning, audio-visual materials, or hands on activities.	Instructor only lectures students. Fails to actively engage students in the learning process. <u>Instructor reads directly from PowerPoint slides and makes no further comment or addition to the content. This must be noted in comments.</u>
Checks for understanding.	Instructor stops more than 3 times throughout the class and asks questions or quizzes students directly or indirectly. Questions encourage creative and higher order thinking.	Instructor stops at least 3 times to ask questions and may encourage creative thought. Questions go beyond “do you understand” or “does everyone understand?”	Instructor does not stop class to ask questions or see if students were paying attention or asks questions like “Do you understand?”
Employs effective questioning techniques.	Instructor asks questions that require student to analyze, evaluate, and synthesize material.	Instructor asks questions that require student to recall, apply, or define information.	Instructor fails to ask any questions.

	Exceeds Expectations	Meets Expectations	Below Expectations
Promotes active student participation during lessons.	Instructor asks questions and has more <u>than two activities</u> for students to complete during class session.	Instructor asks questions of students and has <u>at least two activities</u> that reinforce important concepts.	Instructor has no activities that require student participation.
Ideas and explanations are presented in a logical, orderly fashion.	Instructor makes connections throughout the class to the existing lesson and to other components of the lesson.	Ideas build on each other. Clear connections are made between each component of the lesson.	The lesson is disorganized. No connections are made between various segments of the lesson.
Communicates effectively with students; verbal, graphic, and nonverbal communication are clear and accurate.	Instructor's verbal and nonverbal communications are exemplary. Instructor varies his/her voice throughout the lesson to stress points or create interest. Students can hear teacher clearly. Grammar and diction are exemplary.	Instructor's verbal and nonverbal communications are clear and easily comprehensible. There are no significant issues with grammar or diction.	Instructor's communication is significantly flawed. Students have difficulty hearing or understanding the presentation. Grammar and diction are significantly flawed.
Gives clear directions for moving from one activity to the next.	Instructor gives clear and straightforward directions for students. Students can easily anticipate what the order of the class will be.	Instructor gives directions. Students are aware of what the order of the lesson is going to be.	Instructor fails to give directions to students.
C. Close of Lesson			
Concludes the lesson in a meaningful way.	Instructor gives a summary that concludes the existing lesson and ties into previous and future lessons in a way that stimulates higher order thinking and reflection.	Instructor summarizes lesson. He/she insures that students know the major points of the lesson.	Instructor fails to provide a summary or conclude the lesson in any way at all.
Prepares student for the evaluation process.	While instructor prepares students for test by emphasizing main points, instructor also stresses connection between classroom learning and practical applications.	Throughout lesson, instructor stresses main points and emphasizes key points that may come up in testing.	Instructor fails to discuss evaluation process or stress key points or instructor reads the test to students.

	Exceeds Expectations	Meets Expectations	Below Expectations
D. Classroom Management			
Maintains poise and control when dealing with students.	Instructor observes potential problems and addresses them before they disrupt the class.	Instructor addresses disruptions with fairness and poise. He/she does not insult or deride students at any time.	Instructor fails to address disruptions or is inappropriate with students.
Gives praise, encouragement, or attention to individual students.	Instructor offers praise, encouragement, or constructive correction to more than 50% of the students in the course of the lesson.	Instructor offers praise, encouragement or constructive correction to at least 50% of the students in the course of the lesson.	Instructor fails to offer praise or encouragement.

II. Classroom Environment

	Meets Expectations	Below Expectations
Maintains an appropriate and safe physical environment.	Classroom has adequate desks and chairs. Classroom has no obvious safety hazards. Classroom is clean and well maintained.	Classroom lacks basic equipment. Classroom has obvious safety hazards. (This situation needs to be addressed immediately.)
Arranges environment to facilitate learning.	Instructor insures that all students can see the materials on whiteboard/ projection screen. Learning environment is arranged to enhance the classroom content.	Students unable to see materials. Instructor does not assist students with arranging the learning environment.
Routines are handled efficiently.	Instructor takes attendance and handles announcements without allowing them to take more than 5 minutes.	Routines are handled poorly or take up excessive amounts of time.