

# Dalton State College Division of Education

## Teacher Candidate Observation Instrument Instruction Manual

### What is the purpose of this form?

This observation instrument was designed to be used to evaluate a lesson being taught by any teacher, regardless of the teacher's level of experience. Therefore, the instrument is appropriate for preservice, induction-level, experienced, and National Board Certified teachers. The indicators included on this instrument were taken from the Georgia Systemic Teacher Education Program (GSTEP) Accomplished Teacher Framework. The Accomplished Teacher Framework describes the knowledge, skills, and dispositions of accomplished teachers. Only those indicators that can be directly observed during a lesson were included on the observation instrument.

### How do I use this form?

The descriptions listed on the left side of the page under each indicator are the indicators/professional practices to be rated. As you observe the lesson, underline the indicators/professional practices as evidence that describes what you observe. Follow the directions below to determine which numerical rating should be assigned to each indicator and circle one numeral for each indicator.

Rate each indicator using the following scale:

Level 1 = Indicator Not Demonstrated

Level 2 = Indicator Partially Demonstrated

Level 3 = Indicator Adequately Demonstrated

Level 4 = Indicator Effectively Demonstrate

Level 5 = Indicator Exceptionally Demonstrated (Reserved for induction level and experienced teachers who are consistently exemplary over time; therefore, Level 5 should not be used to evaluate teacher candidates during practica or student teaching.)

NATR = Not Able To Rate

Score the indicator by choosing only one rating 1, 2, 3, 4, NATR (available for all teachers), or 5 (available for inservice and experienced teachers).

- Provide a rationale for ratings by listing evidence observed or comments in the right-hand column. A list of possible evidence for each indicator is provided in this booklet, some of which are evidence of "best practices" that are recommended for a rating of 4 as shown by a star★, and others serve as additional suggestions and are shown with a dot●. Any other evidence or comments related to a particular indicator would be appropriate to include in this column.

Overall comments may be given in the space on the last page of the observation instrument. This is a good place to list the overall strengths and weaknesses.

## How do I decide which rating applies to what I am observing?

Ratings are based on the current lesson being observed.

When deciding on the rating for an indicator, read the descriptions beginning with those listed under level 1-2.

Use the following guidelines to decide which rating to assign each indicator:

- Level 1- A rating of 1 is assigned if all or part of the 1-2 level indicator/professional practices applies and none of the description for the 3-4 level are observed.
- Level 2- A rating of 2 is assigned if part of the indicator/professional practices in the 1-2 level is observed and one or more indicator/professional practices from the 3-4 level are also observed.
- Level 3- A rating of 3 is assigned if part of the indicator/professional practices for the 3-4 level applies and none of the indicator/professional practices for the 1-2 level are observed.
- Level 4- A rating of 4 is assigned if all of the indicator/professional practices for level 3-4 apply and none of the indicator/professional practices for the 1-2 level are observed. [Please refer to the list of recommended “best practices,” indicative of level 4 performance, which are contained in this booklet.]
- Level 5- A rating of 5 is assigned if the teacher is an inservice teacher who has demonstrated none of the indicator/professional practices for the 1-2 level, performed all the indicator/professional practices in Level 4, and shows evidence of consistently performing the descriptors for Level 5.
- NATR (Not Able To Rate) - In some cases, indicators relate to specific aspects of a lesson may not be appropriate to the lesson being taught, or the observer may not be present for the entire lesson, making it impossible to rate certain indicators. In these instances, a rating of NATR should be assigned.

## Suggestions for using this observation instrument

- Read over the entire instrument prior to beginning a classroom observation.
- The items on the form do not need to be completed in order. Mark the descriptors and record evidence as you observe them. Wait until the lesson is over to decide which rating would be most appropriate.
- Indicator VI.-D should be rated during or after the post conference. All other indicators should be rated based on what was observed during the lesson.
- If you are unsure about something you observed, wait until after you have had a chance to clarify this with the teacher or mentor to rate that indicator.
- Provide appropriate comments about something you observed to clarify the rating you assigned. Comments should support the teacher and give specific feedback in order to sustain or alter his/her performance.

## What possible evidence could I observe and record for each indicator?

The table below provides a list of possible evidence for each indicator is provided in this booklet, some of which are evidence of “best practices” that are recommended for a rating of 4 as shown by a star★, and others that serve as additional suggestions and are shown with a dot ●.

**I. CONTENT AND CURRICULUM: Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.**

Indicators/Professional Practices	#	Evidence/Comments
<p><b>I-A. Subject-Specific Content/Concepts</b></p> <p>1-2. Uncorrected teacher content/concept errors; uncorrected student errors</p> <p>3-4. Shows knowledge of content/concepts; corrects teacher and student errors</p> <p>5. Accurate content/concept knowledge; consistently helps students recognize and correct errors</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<p>★ All content was accurately demonstrated</p> <p>★ Avoids reading from the textbook extensively</p> <p>★ Quickly identifies and corrects teacher errors</p> <p>★ Recognizes and gives appropriate feedback to <u>incorrect</u> student responses</p> <ul style="list-style-type: none"> <li>• Offers explanations that clarify the concepts and address misconceptions</li> <li>• Gives appropriate feedback to correct student responses</li> <li>• Prompts students to recognize and correct errors</li> </ul>
<p><b>I-B. Pedagogical Content (Instructional Methods)</b></p> <p>1-2. Uses inappropriate instructional methods; little evidence of making content appropriate for diverse learners; lacks connections to students' prior knowledge</p> <p>3-4. Uses appropriate instructional methods; makes content appropriate for diverse learners; connects learning to students' prior knowledge</p> <p>5. Consistently uses a variety of appropriate instructional methods; consistently makes content appropriate for diverse learners; consistently connects learning to students' prior knowledge</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<p>★ Uses appropriate methods (e.g., direct instruction, cooperative learning, teacher-led small group, centers, differentiated instruction, inquiry, guided reading groups, and science lab)</p> <p>★ Uses appropriate combinations of auditory, visual, tactile/kinesthetic instructional methods</p> <p>★ States explicit connections to prior knowledge</p> <p>★ Explicitly states how students' prior knowledge applies to this lesson.</p>
<p><b>I-D. Content Connections</b></p> <p>1-2. Little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students' everyday lives</p> <p>3-4. Connects content to other subject areas; makes content relevant to students' everyday lives;</p> <p>5. Consistently connects content to other subject areas; consistently makes content relevant to students' everyday lives; affords students opportunities to make their own connections</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<p>★ States explicit connections to other subject matter</p> <p>★ Explains how the connections to other subject matter apply to this lesson</p> <p>★ States explicit connections from students' everyday lives</p> <p>★ Explains how the connections to students' everyday lives apply to this lesson.</p> <ul style="list-style-type: none"> <li>• Uses authentic examples and activities that relate to students' everyday lives or current events</li> </ul>

**II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.**

Indicators/Professional Practices		Evidence/Comments
<p><b>II-C. Students' Development</b></p> <p>1-2. Not responsive to the intellectual, social, physical, and personal developmental needs of all students</p> <p>3-4. Responsive to the intellectual, social, physical, and personal developmental needs of all students</p> <p>5. Consistently sensitive, alert, and responsive to the specific intellectual, social, physical, and personal developmental needs of all students</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<ul style="list-style-type: none"> <li>★ Treats all students with dignity and respect</li> <li>★ Holds challenging expectations for all students</li> <li>★ Gives equitable attention to all (e.g., boys v. girls; minorities v. majority, dirty v. clean)</li> <li>★ Plans for active student participation throughout the lesson</li> <li>★ Lesson meets the developmental needs of all students (e.g., length of activities, appropriate materials, provides transitions)</li> <li>★ Directs active student-to-teacher interactions                             <ul style="list-style-type: none"> <li>• Uses a variety of instructional formats (e.g., whole group, small groups, pairs)</li> <li>• Directs active student-to-student interactions</li> <li>• All students experience some success during the lesson</li> <li>• Attends to individual students' needs (e.g. provides seating of a correct size, plans for movement and meeting students' basic needs)</li> <li>• Uses varied motivational techniques</li> </ul> </li> </ul>

**III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.**

Indicators/Professional Practices		Evidence/Comments
<p><b>III-B. Classroom Environment</b></p> <p>1-2 Inefficient management of time, space, and learning resources for diverse students' learning; students not productively engaged</p> <p>3-4. Appropriate management of time, space, and learning resources for diverse students' learning; students actively engaged</p> <p>5. Consistent and appropriate management of time, space, and learning resources for diverse students' learning; active/equitable engagement of students</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<ul style="list-style-type: none"> <li>★ Begins lesson on time</li> <li>★ Ends lesson on time</li> <li>★ Teacher can see all the students; students can see the presentation</li> <li>★ Students are not isolated inappropriately</li> <li>★ Prepares materials in advance</li> <li>★ There is easy access to all students</li> <li>★ Materials are readily available to the teacher and students</li> <li>★ Teacher cues students to demonstrate procedures for routine tasks (e.g., smooth transitions to group work or learning centers, leaving and entering the classroom, obtaining, using, distributing, and collecting materials)</li> <li>★ Provides alternatives for students who finish tasks early or late as needed</li> <li>★ Majority of the students are actively engaged throughout the lesson                             <ul style="list-style-type: none"> <li>• Seating arrangement and group formation is heterogeneous (e.g., race, gender, SES, ability, language, creed)</li> <li>• Prepares modified materials and assignments in advance</li> <li>• Students take responsibility for their own learning</li> </ul> </li> </ul>

<p><b>III-C. Classroom Management</b></p> <p>1-2. Little or no evidence of a management plan; reactive classroom management style; behavior not monitored ; inconsistent/inappropriate responses to student behavior</p> <p>3-4. Follows classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time</p> <p>5. Consistently follows classroom management plan; proactive classroom management style; subtle/preventative monitoring; fair, respectful responses to student behavior; students monitor/adjust own behavior when appropriate</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<ul style="list-style-type: none"> <li>★ Classroom rules are posted and consistently enforced with all students</li> <li>★ Uses efficient and appropriate methods for gaining the attention of the students; avoids shushing to silence students</li> <li>★ Avoids sarcasm</li> <li>★ Corrects misbehavior without rewarding the misbehaving student</li> <li>★ Uses a variety of appropriate and specific praise for individuals and the whole group; positive reinforcement predominates</li> <li>★ Demonstrates withitness; observant and aware of all students' behavior <ul style="list-style-type: none"> <li>• Uses the least intrusive management techniques that do not take away from the instruction (eye contact, , nonverbal gesture, physical proximity, brief pause, short verbal reminder)</li> </ul> </li> </ul>
<p><b>III-G. Communication</b></p> <p>1-2 Errors in spoken/written language; ineffective nonverbal communication; unclear directions; does not use effective questioning skills</p> <p>3-4. Error free spoken/written language; effective nonverbal communication; directions are clear or quickly clarified after initial student confusion; effective questioning and discussion strategies</p> <p>5. Consistently uses enriched/appropriate spoken/written language; effective nonverbal communication; effective questioning stimulates discussion in various ways</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<ul style="list-style-type: none"> <li>★ Pronounces the beginnings and endings for all words</li> <li>★ Uses the correct verb tense</li> <li>★ Uses adjectives and adverbs correctly (good/well, quick/quickly)</li> <li>★ Refrains from using colloquialisms (e.g., y'all, little ones, fixin' to, might can, mash, you guys, ax for ask )</li> <li>★ Uses a wide variety of appropriate facial expressions, stance, posture, gestures, and other physical cues to express pleasure and displeasure</li> <li>★ Gives clear directions that all students can understand; asks student to restate the directions</li> <li>★ Monitors and addresses students' responses</li> <li>★ Avoids inappropriate language such as using OK after giving directions <ul style="list-style-type: none"> <li>• Uses divergent, critical thinking, and higher order questions as appropriate</li> <li>• When an incorrect response is given, provides the student another opportunity for success</li> <li>• Consistently follows appropriate discussion techniques (e.g., wait time, talk procedure, respect for differing points of view)</li> </ul> </li> </ul>

**IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.**

Indicators/Professional Practices		Evidence/Comments
<p><b>IV-C Assessment</b></p> <p>1-2. Inappropriate or no assessment of instructional objectives/outcomes/essential questions; assessments do not align with the instructional objectives/outcomes and lesson procedures</p> <p>3-4. Uses appropriate assessments that align with the instructional objectives/outcomes/essential questions and lesson procedures</p> <p>5. Consistently uses a variety of authentic and traditional assessments that align with instructional objectives/outcomes/essential questions and lesson procedures; assessments are used to modify learning goals for individuals and groups</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<ul style="list-style-type: none"> <li>★ Method(s) of assessment are appropriate for the lesson; assessments align with instructional objectives/learning outcomes/essential questions and the lesson's procedures</li> <li>★ Methods of assessment are appropriate for all learners</li> <li>★ Assessments (e.g., rubrics, checklists, tests, scoring guides, performance contracts) are prepared in advance of teaching the lesson</li> <li>★ Assessment methods include informal and/or formal assessment formats</li> <li>★ Uses sufficient informal assessment prior to formal assessment in lessons using formal assessment</li> <li>★ Observations are recorded during or immediately following the lesson (e.g., uses checklist, makes anecdotal notes) if observation is the chosen method of assessment               <ul style="list-style-type: none"> <li>• Uses self-assessment and/or peer assessment</li> <li>• Uses pre-assessment, formative assessment, and/or summative assessment</li> <li>• Appropriate adaptations are made for subgroups and individuals</li> <li>• Uses authentic as well as traditional methods of assessment</li> <li>• Assessment criteria are introduced and explained prior to instruction</li> </ul> </li> </ul>

**V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.**

Indicators/Professional Practices		Evidence/Comments
<p><b>V-B. Lesson Plan and Instruction</b></p> <p>1-2. Lesson plan and instruction lack clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned</p> <p>3-4. Lesson plan and instruction are logically organized and sequenced; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned</p> <p>5. Lesson plan and instruction consistently reflect findings from scientifically based research; appropriate organization and sequencing; appropriate pacing</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<ul style="list-style-type: none"> <li>★ Lesson plan is based on clearly stated objectives/outcomes/essential questions; all components of the lesson are aligned</li> <li>★ Plans for appropriate extension activities that are not menial</li> <li>★ Plans for appropriate remediation activities that build students' skills</li> <li>★ Sparks students' interest</li> <li>★ Explicitly states the importance of the lesson</li> <li>★ Shares the essential question or learning outcome/objective with the students in advance of the lesson</li> <li>★ Provides practice for the students (e.g., guided practice, independent practice, cooperative group activities, projects, research)</li> <li>★ Summarizes the lesson; restates the instructional objectives/outcomes/essential questions during closure</li> <li>★ Lesson flowed easily; smoothness and momentum of the lesson are appropriate</li> <li>★ Time within the lesson was allocated appropriately               <ul style="list-style-type: none"> <li>• Uses multiple roles (e.g., instructor, facilitator, coach, audience) appropriate for instruction; changes roles as appropriate</li> </ul> </li> </ul>

<p><b>V-C. Instructional Strategies</b></p> <p>1-2. Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriately matched to subject matter</p> <p>3-4. Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to subject matter</p> <p>5. Consistently plans for and uses various strategies that engage and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<p>★ Uses strategies to engage students (e.g., graphic organizers, K-W-L, advanced organizers, mnemonic devices, manipulatives, class discussion, peer teaching, think-pair-share, modeling, demonstration, writing strategies, vocabulary strategies, comprehension strategies, summarizing, timeline, story problems, science experiments, and critical thinking activities)</p>
<p><b>V-D. Monitoring and Adjustments</b></p> <p>1-2. Does not monitor lesson or monitors lesson but adheres firmly to instructional plan; no adjustment for students who do not understand or who have already mastered the content</p> <p>3-4. Monitors lesson; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct instruction</p> <p>5. Consistently monitors lesson and provides constructive and ongoing feedback; consistently and successfully makes modifications before and during the lesson to address student needs</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<p>★ Teacher moves throughout the classroom to monitor students</p> <p>★ Teacher monitors student progress through interaction with students while teaching the lesson</p> <p>★ Re-teaches the content before beginning independent practice as needed based on informal/formative assessment(s)</p> <p>★ Makes adjustments as needed for individuals, small groups, or whole group</p> <p>★ Adds activities when students are having difficulties (e.g., uses more examples, provides more/different guided practice)</p> <p>★ Provides remediation for students who need a different method or strategy to master the content</p> <p>★ Provides extension for students who have mastered the instructional objectives/ outcomes/ essential questions</p> <p>★ Individualizes instruction where appropriate</p> <p>★ Suggests ways to find solutions to students' questions when the teacher is unsure of the answer</p>
<p><b>V-F. Resources and Technology</b></p> <p>1-2. Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology is used superficially and does not enhance instruction</p> <p>3-4. Uses a variety of appropriate materials and resources; resources enhance instruction for diverse learners; uses technology effectively</p> <p>5. Consistently uses and monitors the effectiveness of a variety of appropriate materials and resources; resources consistently enhance instruction for diverse learners; students utilize resources, materials, and technology in their learning</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<p>★ Teacher effectively uses the resources (e.g., trade books, reference materials, charts, maps, displays, manipulatives, guest speaker, models) and/or technology (e.g., web pages, Internet, computer programs, software, overhead projector, tape/CD player, TV/VCR, PowerPoint) during the lesson</p> <p>★ Students effectively use the resources (e.g., dictionary, thesaurus, trade books, learning packets, manipulatives) and/or technology (e.g., web pages, computer programs, software, overhead projector, tape/CD player, multimedia presentations) during the lesson</p> <p>★ Modifies materials and resources for diverse learners</p> <p>★ Technology was used appropriately or technology was not needed for this lesson</p> <ul style="list-style-type: none"> <li>• Uses assistive technology as needed</li> </ul>

**POST CONFERENCE**

**VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.**

Indicators/Professional Practices		Evidence/Comments
<p><b>VI-D. Reflection</b></p> <p>1-2. Does not examine his/her teaching; does not suggest modifications to improve teaching practices and student achievement</p> <p>3-4. Examines own teaching; suggests modifications that would lead to improved teaching practices and student achievement</p> <p>5. Consistently examines own performance in the classroom; provides evidence of modifying teaching practices to increase student achievement</p> <p>Not Able To Rate</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>NATR</p>	<p>★ Explains rationale for choosing instructional methods or strategies</p> <p>★ Provides thoughtful and accurate assessment of the lesson's effectiveness and the extent to which the lesson achieved its goals by citing examples from the lesson</p> <p>★ Identifies and is able to state both strengths and weaknesses of the lesson; provides specific suggestions for improving areas of weakness</p> <p>★ Interprets assessment results and uses these data to determine the impact of the lesson on the students' learning.</p> <p>★ Gives suggestions for planning future instruction based on assessment results</p> <p>★ Teacher offers appropriate explanation of why a lesson would or would not be changed for future instruction</p> <p>★ Makes an accurate assessment of the level of student engagement, listing positive and negative examples of student behavior</p> <p>★ Offers a rationale for the materials, resources and/or technology that was used</p>



## GLOSSARY

### **Auditory**

Relying on the sense of hearing for gaining information. (e.g., The use of speech or music, choral reading, teacher and student read alouds, rhymes, or mnemonics to present and represent information and learning.)

### **Authentic assessment**

Performance based child behavioral evidence, including a description of the context, which is used to determine the actual academic progress and skills.

### **Assistive technology**

Any material (pencil grips, sound boards, amplifiers, etc.) which allows the child to participate as a typically developing child would.

### **Closure**

The ending of a lesson, during which time the teacher

- summarizes the PLO(s);
- reviews the important concepts, skills, and essential questions;
- helps students to transfer the new knowledge or skills to future learning;
- makes connections to students' lives.

### **Content development**

Teaching new content. A means of engaging the student with new materials, concepts or skills.

### **Cooperative learning**

The use of a small group format during which time each group is given a specific project or assignment, each child is given a specific task, and students work together to accomplish the assignment.

### **Critical thinking**

The employment of a variety of higher order level evaluation and analysis used to develop solutions to a problem.

### **Demonstration**

A strategy for teaching and content development during which the teacher "shows and tells."

### **Differentiated instruction**

The teacher's plans and instruction are based on the academic level, learning style, and individual needs of the students to insure maximum comprehension and participation; different instructional strategies may be occurring simultaneously.

### **Direct instruction**

Explicit, teacher led instruction (e.g., demonstrating, modeling, outlining, lecturing)

### **Divergent questions**

Divergent questions have no "right" or "wrong" answer and most often have a large number of acceptable answers. Divergent questions elicit hypothetical, personal, opinion-focused responses. (e.g., *'Who do you think was our best president?'* *'How would you solve this problem?'* *'What other ways are there to accomplish this?'*)

**Essential Questions**

Key questions that help to focus learning; questions that probe for bigger ideas and deeper meaning, setting the stage for further questioning. Essential questions are intended to develop critical thinking skills and higher order capabilities.

**Facilitator**

A facilitator is someone who skillfully helps a group reach consensus without personally taking any side by watching the group, its members, their interactions, and knowing and intervening in a way that adds to the group's work.

**Formal assessment**

A method of appraising children that follows a specific format, uses a specific instrument, and is typically recorded and reported to others.

**Formative assessment**

A method of checking on the learner's progress and adjusting instruction and practice so that the learner achieves the stated learning outcome(s). Formative assessment occurs continually during instruction.

**Graphic organizers**

An instructional tool used to illustrate or offer a visual representation of a concept. Graphic organizers may be made during instruction to illustrate a student or class's prior knowledge about a topic or section of text, or they may be made by the teacher and posted to serve as reminders about key concepts or classroom procedures.

**Guided practice**

Following instruction/content development, the teacher provides guidance during an activity which requires that the learner demonstrates a basic level of understanding of the concept.

**Heterogeneous grouping**

Assigning children from a wide variety of ability levels to a group or class.

**Higher order questions**

Questions posed to students that require critical thinking and the respondent to employ a variety of strategies, including application, analysis, synthesis or evaluation.

**Homogeneous grouping**

Assigning children of similar academic abilities to the same group or class.

**Informal assessment**

A method of collecting information that provides insight into a child's learning. Informal assessments are not standardized and may not be in a written form, but provide the teacher with useful information about children's learning (e.g., observation, etc.).

**Inquiry**

Inquiry is an educational process that is often used to explore the physical world; learning stems from asking questions and making discoveries and leads to new understandings. Inquiry-based education requires that the teacher assume the role of colleague and mentor. Students ask, investigate, create, discuss, and reflecting while actively engaging in problem solving activities.

**Instructional formats**

Ways of organizing the students.

**Instructional methods**

The overall procedures and organization used for teaching particular content that addresses the needs of diverse students (e.g., direct instruction, cooperative learning, teacher-led small group, centers, differentiated instruction, inquiry, guided reading groups, and science lab).

**Instructional strategies**

Ways of presenting and/or having students demonstrate specific concepts, skills, or areas of knowledge (e.g., graphic organizers, K-W-L, advanced organizers, mnemonic devices, manipulatives, class discussion, peer teaching, think-pair-share, demonstration, writing strategies, vocabulary strategies, comprehension strategies, summarizing, timeline, story problems, science experiments, and critical thinking activities).

**Kinesthetic**

Relying on whole body movement for gaining or conveying information (e.g., hand and body movements, games, role playing).

**Learning modality**

Everyone gains information through their senses; however, each individual has a primary learning modality preference and perceives information best through a modality. Students can be assessed as auditory learners (hearing), visual learners (sight) or tactile (touch), kinesthetic learners (whole body movement). Every individual, unless physically impaired, uses each of these modalities to bring in information through his/her senses for processing.

**Not Able To Rate**

- Not appropriate of the lesson
- Observer arrives too late or left too early to see this indicator

**Modality** (see Learning modality)

**Modeling**

A method of providing instruction during which the teacher performs the actions s/he is describing while the learners are replicating what they see.

**Momentum**

Momentum is a physics term referring to the quantity of motion that an object has. In teaching it refers to managing the movement the lesson, keeping the lesson moving briskly.

**Motivational techniques**

Those strategies used to create and maintain interest and engagement with a lesson.

**Preassessment**

A technique used to determine what students already know about a topic before it is taught. Based upon the results of the preassessment, learning outcomes and instruction are modified to bring all students to higher levels of learning.

**Proximity**

Using physical nearness to regulate student behavior. Using an effective classroom arrangement with good access allows the teacher to move about the classroom so that students can be easily monitored and reached in order to provide efficient help.

**Tactile**

Relying on the sense of touch for gaining or conveying information (e.g., the use of manipulatives or textural materials to gather or represent knowledge).

**Talk procedures**

Predetermined routines that convey to students when, where, with whom and how loudly they may talk. Specific procedures are needed for student participation during a variety of whole group and small group activities.

**Traditional assessment**

Paper and pencil tests, quizzes, work sheets (either standardized or teacher made).

**SES**

Socio economic status. Factors include parental income, parents' educational level, place of residence.

**Smoothness**

Lesson continuity. The lesson with smoothness flows forward uninterrupted, without digressions or insertion of material that is off task or off track.

**Summative assessment**

Occurring at the conclusion of instruction, summative assessments are formal measure which verify the learner's progress and certify achievement.

**Think-pair-share**

A three-part instructional strategy during which time (1) each student reads a selection and gleans important information, (2) is assigned to a group of two, and (3) exchanges unique information with one another. Think-pair-share allows each student to formulate their own ideas and share these ideas with another student.

**Visual**

Relying on the sense of sight for gaining information. (e.g., The use of sign language, chalkboards or whiteboards, video, overhead or PowerPoint projection, pictures, posters, or graphic organizers to present and represent information.)

**Wait time**

The interval between when a question is asked and a response is sought. Providing sufficient wait time allows all students to formulate a response prior to a response and further discussion and results in longer and more appropriate responses, more student questions, and increased higher order and divergent responses. Wait time is particularly beneficial for students who speak English as a second.

**Withitness**

Being aware of behavior and communicating that awareness to the students; correcting misbehavior quickly and correctly.