Where in the video do you see evidence of accomplished teaching in each of the following components?

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| **1E: Designing Coherent Instruction** * Learning Activities
* Instructional Materials and Resources
* Instructional Groups
* Lesson and Unit Structure
 | * **Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.**
* **The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.**
* **The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.**
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| **2B: Establishing a Culture for Learning*** Importance of the Content
* Expectations for Learning and Achievement
* Student Pride in Work
 | * **The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.**
* **The teacher conveys that with hard work students can be successful.**
* **Students understand their role as learners and consistently expend effort to learn.**
* **Classroom interactions support learning and hard work.**
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| **3A: Communicating with students*** Expectations for Learning
* Directions and Procedures
* Explanation of Content
* Use of Oral and Written Language
 | * **The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.**
* **Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience.**
* **During the explanation of content, the teacher invites student intellectual engagement.**
* **Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests.**
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| **3B: Questioning and Discussion Techniques*** Quality of Questions
* Discussion Techniques
* Student Participation
 | * **Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.**
* **Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.**
* **Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.**
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| **3C: Engaging Students in Learning*** Activities and Assignments
* Grouping of Students
* Instructional Materials and Resources
* Structure and Pacing
 | * **The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.**
* **The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.**
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| **3D: Using Assessment in Instruction*** Assessment Criteria
* Monitoring of Student Learning
* Feedback to Students
* Student Self-Assessment and Monitoring of Progress
 | * **Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.**
* **Students appear to be aware of the assessment criteria; some of them engage in self-assessment**

**Questions, prompts, assessments are used to diagnose evidence of learning.** |
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