

Street Law Teaching Evaluation Rubric 2014-2015

1. PREPARATION AND PLANNING: Teacher designs a well-organized lesson that contains key substantive concepts and themes.			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<ul style="list-style-type: none"> Each part of the lesson aligns to the learning goals. Topics are important, rich, fully developed, coherent, appropriate to student needs, interests and abilities and integrated with methods, and have breadth and depth Differentiation strategies planned for multiple learning levels and incorporated at different points of the lesson plan. 	<ul style="list-style-type: none"> Each part of the lesson aligns to the learning goals. Lesson is well structured and utilizes three modalities of classroom work. Differentiation strategies planned for multiple learning levels. 	<ul style="list-style-type: none"> Parts of the lesson do not align to the learning goals. There is a coherent structure to the lesson. Simplistic differentiation strategies planned for 1-2 student learning levels. 	<ul style="list-style-type: none"> A lesson plan has not been created. Topics are minor, simplistic, underdeveloped, isolated, not integrated with student interests, needs and abilities or with methods, and are one dimensional No differentiation strategies planned.

2. CONDUCTING THE LESSON: Teacher implements the lesson in a way that successfully conveys to students the key substantive concepts and themes.			
DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<ul style="list-style-type: none"> Instructor utilizes lesson plan, while flexibly making adjustments based on student needs and in-the-moment circumstances. Instructor facilitates discovery-based learning and student-initiated discussions, while providing ample time for students to demonstrate mastery of learning goals. <p>Instructor maintains an effective tone, pace, volume, poise and body language that commands the attention of almost all the students.</p> <ul style="list-style-type: none"> Instructor evaluates students routinely and frequently throughout lesson in formal and informal ways and concludes with summative reflection 	<ul style="list-style-type: none"> Instructor utilizes lesson plan and implements many strategies of effective instruction (e.g., motivating activities, checking student understanding, assessing student progress). Instructor maintains an adequate tone, pace, volume, poise, and body language that commands the attention of most students. Instructor appropriately paces activities and organizes teaching-block to maximize learning. <p>Instructor evaluates students often throughout lesson mostly in informal ways and concludes with summative reflection</p>	<ul style="list-style-type: none"> Instructor generally utilize lesson plan and implements some strategies of effective instruction (e.g., motivating activities, checking student understanding, assessing student progress). Instructor makes good faith attempts to present academic content clearly and accurately. Instructor makes good faith attempts to facilitate and manage student practice. <p>Instructor evaluates students infrequently during lesson mostly in informal ways and concludes with no summative reflection</p>	<ul style="list-style-type: none"> Instructor fails to utilize lesson plan and ignores or unsuccessfully executes strategies of effective instructions (e.g., motivating activities, checking student understanding, assessing student progress). Instructor makes little to no effort to present academic content clearly and accurately Instructor rarely evaluates students during the lesson.

3. CRITICAL THINKING PRACTICE: Teacher causes students to engage in high-level thinking and expression. (Bloom's Taxonomy)

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<ul style="list-style-type: none"> Students ask higher-level questions and answer questions in meaningful ways. Class almost always aims for and reaches the highest level of Bloom's Taxonomy. 	<ul style="list-style-type: none"> Instructor consistently encourages students to engage in higher-level thinking and expression. Lesson incorporates some higher-level cognitive questions. 	<ul style="list-style-type: none"> Instructor makes good faith attempts to engage students in higher-level thinking and expression. Focus is mostly on lower-level cognitive questions. 	<ul style="list-style-type: none"> Instructor makes little or no effort to encourage students to engage in higher-level thinking and expression.

4. LEARNER-CENTERED APPROACH: Teacher invites students to learn by giving responsibility of learning to students.

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<ul style="list-style-type: none"> Students mostly do the thinking and talking throughout the lesson. Instructor's teaching is always part of an intentional process where students construct meaning from information and experience. 	<ul style="list-style-type: none"> Lesson contains an appropriate amount of teacher-led instruction and student-centered learning. Instructor's teaching is often part of an intentional process where students construct meaning from information and experience. Lesson allows adequate time for students to practice objectives and demonstrate their learning. 	<ul style="list-style-type: none"> Lesson contains teacher-led instruction and some student-centered learning. Lesson allows some time for students to practice objectives or demonstrate their learning. 	<ul style="list-style-type: none"> Lesson is primarily teacher-led. Lesson contains little or no time for students to practice the skills identified in the objective or demonstrate their learning.

5. POSITIVE LEARNING ENVIRONMENT: Teacher creates and maintains a positive, supportive class where individual contributions are valued.

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<ul style="list-style-type: none"> Many students demonstrate that they are comfortable working and collaborating with other students. Instructor has built relationships with students and knows their learning styles and interests. Instructor designs and successfully implements investment strategies. Instructor has developed a positive classroom environment and implemented management system that maintains an environment conducive to learning. 	<ul style="list-style-type: none"> Most students demonstrate eagerness to participate and teacher implements a strategy to encourage participation. Students are invested and generally respectful of instructor and peers. Instructor recognizes academic success or praises positive behavior among students. Instructor effectively addresses inappropriate or off-task behavior. 	<ul style="list-style-type: none"> Some students are engaged and appear eager to participate. Students are generally respectful of instructor and peers. Instructor infrequently or inconsistently recognizes academic success or praises positive behavior. Instructor ineffectively addresses inappropriate or off-task behavior. 	<ul style="list-style-type: none"> Most students appear disinterested or unwilling to participate. Students are not respectful of instructor and peers. Instructor does not recognize academic success or praise positive behavior. Instructor does not address inappropriate or off-task behavior.