

## Street Law Teaching Evaluation Rubric 2014-2015

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

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

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

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

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