

<p>3. Instructional Presentation</p> <p>3.1 Teacher links instructional activities to prior learning. 3.2 Teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students. 3.3 Teacher speaks fluently and precisely. 3.4 Teacher provides relevant examples and demonstrations to illustrate concepts and skills. 3.5 Teacher assigns tasks and asks appropriate level of questions that students handle with a high rate of success. 3.6 Teacher conducts the lesson or instructional activity at a brisk pace, showing presentations when necessary for student understanding but avoiding unnecessary slowdowns. 3.7 Teacher makes transition between lessons and between instructional activities within lessons effectively and smoothly. 3.8 Teacher makes sure that assignment is clear. 3.9 The teacher creates instructional opportunities that are adapted to diverse learners. 3.10 The teacher uses instructional strategies that encourage the development of critical thinking, problem solving and performance skills. 3.11 The teacher uses technology to support instruction. 3.12 The teacher encourages students to be engaged in and responsible for their own learning.</p> <p>* Comments:</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The observation occurred during the workshop portion of a two hour literacy block. Mrs. Barrier was able to quickly adapt in the absence of the teacher assistant and provided detailed instructions to the differentiated small groups of students. One group of student read a short non-fiction book which highlighted "the platypus". Mrs. Barrier effectively engaged this small group of high achieving students in a discussion in which they answered questions beyond the literal level. Another group of students worked on the specific skill of inferencing as they read an article from a magazine. The rest of the students worked independently on various other activities. Students were engaged and a high rate of success existed on all the level appropriate activities.

<p>4. Instructional Monitoring</p> <p>4.1 Teacher maintains clear, firm and reasonable work standards and due dates. 4.2 Teacher circulates to check all students' performance. 4.3 Teacher routinely uses oral, written and other work products to evaluate the efforts of instructional activities and to check student progress. 4.4 Teacher poses questions clearly and one at a time. 4.5 Teacher uses student responses to adjust teaching as necessary.</p> <p>* Comments:</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Mrs. Barrier was able to utilize a wide variety of methods of assessment including student work products [e.g. "flip book], questioning, and by circulating throughout the room. Questions posed during to the small group were posed clearly and with appropriate wait time.