**Teacher**   **Grade(s)**  **Date**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Observations** | | | | |  |  |
|  | **5** | **4** | **3** | **2** | **1** | **NO** |
| **Positive Body Language** |  |  |  |  |  |  |
| Learners exhibit body postures that indicate that they are playing attention to the teacher and/or to other learners. | | | | | |  |
| **Consistent Focus** |  |  |  |  |  |  |
| Learners are focused on the learning activity, with minimal disruptions.   0 : 5 disruptions in a 60-minute observation. | | | | | |  |
| **Verbal Participation** |  |  |  |  |  |  |
| Learners express thoughtful ideas, reflective answers, and questions that are relevant or appropriate to learning. | | | | | |  |
| **Learner Confidence** |  |  |  |  |  |  |
| Learners exhibit confidence and can initiate and complete a task with limited coaching; they can work productively in group. | | | | | |  |
| **Fun and Excitement** |  |  |  |  |  |  |
| Learners exhibit interest and enthusiasm and use positive humor. | | | | | |  |
| **Effective Lesson Planning** |  |  |  |  |  |  |
| The teacher plans for, provides, differentiates, and sections appropriate goals and resources for instruction aligned with the Adventist Common Core Standards. | | | | | |  |
| **Assessment and Evaluation** |  |  |  |  |  |  |
| The teacher keeps his or her grades up-to-date in the Conference online grading system, effectively plans and uses the online lesson plan book, helps students effectively learn through evaluating and improving teaching, and returns student work promptly. | | | | | |  |
| **Learning Environment** |  |  |  |  |  |  |
| The teacher has developed an attractive, organized Christ-centered that is physically, spiritually, and emotionally safe, and uses positive behavior intervention systems. | | | | | |  |
| **Professional Growth** |  |  |  |  |  |  |
| The teacher demonstrates implementation of on-going professional development, contributes knowledge and skills to the educational practices of the organization, and maintains current NAD teaching certification. | | | | | |  |
| **Perceptions** | | | | |  |  |
|  | **5** | **4** | **3** | **2** | **1** | **NO** |
| **Individual Attention** |  |  |  |  |  |  |
| Learners feel comfortable seeking help and asking questions.  **Ask Students:** What do you do in your classroom if you need extra help? | | | | | |  |
| **Clarity of Learning** |  |  |  |  |  |  |
| Learners can describe the purpose of the lesson or unit (this is not the same thing as describing the activity).  **Ask students:** What are you learning about? What are you learning form this activity? | | | | | |  |
| **Meaningfulness of Work** |  |  |  |  |  |  |
| Learners find the work interesting, challenging, relevant, and connected to their learning.  **Ask students:** How challenging is the work? In what ways do you have the opportunity to show   your creativity? | | | | | |  |
| **Performance Orientation** |  |  |  |  |  |  |
| Learners understand what quality work is and how it is being assessed in the classroom. They can also describe the criteria by which their work is evaluated.  **Ask students:** How do you know you have done good work? What are the elements your teacher   will look for to determine if you have given quality work? | | | | | |  |
| **Overall** |  |  |  |  |  |  |

**5—**High level of engagement for the observed timeframe. **– Innovating**

**4—**High level of engagement for a majority of the observed timeframe. **– Effective**

**3—**Moderate level of engagement for the observed timeframe. Improvement is required. **– Developing**

**2—**Low level of engagement for the observed timeframe. Significant improvement is required. **– Emerging**

**1—**Teacher must intentionally focus on student-level engagement; administration has serious concerns   
 that must be addressed immediately. **– Ineffective**  
  
**NO**—Not observed

**Grow**



**Glow**