ELEMENT	1 Point	2 Points	3 Points	4 Points	Score
PLANNING					
Objectives	Less than 3 elements evident.	3 of 5 elements present	4 of 5 elements evident	1.Clearly stated as a learner outcome (behavioral terms) 2. Objectives teach higher order thinking skills. 3. Tied to Comprehensive Curriculum 4. Natural sequence exists. (Simple to Complex) 5. Relates lesson to past and future learning.	
Materials	Materials necessary are not listed.	1 of 3 elements evident	2 of 3 elements evident	1.Variety of materials used to accomplish the objective. 2. Materials are referenced in lesson plan. (clear when used in lesson) 3. More than just standard materials are identified.	
Activities	Less than 3 elements evident.	3 of 5 elements evident	4 of 5 elements evident	1. Activities support the objectives and are aligned with comprehensive curriculum 2. Activities are varied. 3. Activities are creative and motivating. 4. Activities include active student participation. 5. Activities allow for bridging of old and new.	
Individual Differences	Individual needs of students are not addressed.	1 of 3 elements evident	2 of 3 elements evident	1. Differences in learners identified. 2. Plans to accommodate differences are appropriate for all students to experience success. 3. Enrichment and remediation plans evident.	
Assessment	Less than 2 elements evident.	2 of 4 elements evident	3 of 4 elements evident	1. Method of Evaluation to measure learner outcomes stated. 2. Assessment relates to Louisiana Content Standards. 3. Clear indication of when assessment will occur. 4. Activities prepare students for the assessment.	
Develops I.E.P. (special education)	No relationship to IEP/IFSP	1 of 3 elements evident	2 of 3 elements evident	1. Lesson reflects IEP/IFSP 2. Lesson reflects individual instruction 3. Teacher develops IEP	
MANAGEMENT					
Climate	Less than 4 elements evident or negative comments or actions evident.	4 of 6 elements evident	5 of 6 elements evident	1. Students appear to be comfortable and feel at-ease. 2. Assistance is provided to ALL students 3. Students know what is expected of them. 4. Verbal and nonverbal encouragement is frequent. 5. Students are eager to participate. 6. Mutual respect is evident.	

ELEMENT	1 Point	2 Points	3 Points	4 Points	Score
Materials, space, & equipment	Less than 4 elements evident	4 of 6 elements evident	5 of 6 elements evident	1. Variety of aids and materials used. 2. Aids and materials maintain student interest. 3. Aids and materials develop objectives. 4. Aids and materials are used to accommodate individual differences. 5. Pre-organization of aids and materials (readily available.) 6. Space used to facilitate learning.	
Routines & Transitions	Less than 3 elements evident	3 of 5 elements evident	4 of 5 elements evident	1. Class begins promptly. 2. Routines are well established. 3. Routines are continuously reinforced. 4. No time lost when activities change. 5. Students engaged throughout entire period.	
Time Management	Less than 3 elements evident	3 of 5 elements evident	4 of 5 elements evident	1. Activities provided for early finishers. 2. Manages interruptions with minimum loss of time. 3. Minimizes or redirects student digressions. 4. Minimizes time students spend waiting with nothing to do. 5. Pace of lesson is appropriate for grade level.	
Expectations of Learner Behavior	Expectations of learner behavior are not articulated or evident or downshifting is evident.	1 of 3 elements evident	2 of 3 elements evident	1. Establishes and maintains high expectations. 2. Clearly reinforces procedures and rules. 3. Consequences of unacceptable behavior are well established.	
Monitoring	Less than 2 elements evident	2 of 4 elements evident	3 of 4 elements evident	1. Unacceptable behavior is stopped and redirected. 2. Consequences for unacceptable behavior are reasonable. 3. Monitors students adherence to rules. 4. Uses preventative measures to minimize problems.	
INSTRUCTION					
Content	Less than 1 element evident	2 of 4 elements evident	3 of 4 elements evident	1. Knowledgeable in content area. 2. Content is adjusted to abilities & levels. 3. Adjusts content to interests of students. 4. Accurate, up-to-date information used.	

ELEMENT	1 Point	2 Points	3 Points	4 Points	Score
Sequencing	Less than 4 elements evident	4 of 6 elements evident	5 of 6 elements evident	1. Relates lesson to past and future lessons. 2. Activities focus on learning new concepts or skills. 3. Guided practice is monitored by the teacher for student understanding. 4. Formal closure provided. 5. Monitors for student understanding throughout. 6. Lesson is developed in a logical sequence with well-organized content.	
Variety of techniques, activities, & materials	Less than 2 elements evident or Teacher directed activities only (mainly lecture) and/or objectives not developed. Exclusive use of traditional, non motivating.	2 of 3 elements evident	3 of 4 elements evident	1. Purpose of lesson given. 2. Variety of teaching methods and activities used. 3. Attention of students secured before each activity. 4. Motivational activities and techniques used to develop objectives.	
Adjusts lesson	Less than 2 elements evident	2 of 4 elements evident	3 of 4 elements evident	1. Reteaching is done, if needed. 2. Takes advantage of "teachable moments" 3. Adjusts time for activities when needed. 4. Group size or activity changed if needed to enhance attainment of objective.	
Technology	Technology is not addressed in lesson or in plans for other lessons.	1 of 3 elements evident	2 of 3 elements evident	1. Technology enhances lesson. 2. Technology helps achievement of objective. 3. Opportunities for all to participate with technology provided.	
Relates examples, current events, real-life applications	Connections are not made.	1 of 3 elements evident	2 of 3 elements evident	1. Real life connections made. 2. Adequate examples given. 3. Connections convey need, meaning, or emotion to students that promote attainment and retention.	
Higher Order Thinking	Less than 2 elements evident	2 of 4 elements evident	3 of 4 elements evident	1. Questions require the use of higher order thinking skills. 2. Wait time provided for student's response 3. Probing questions asked. 4. Activities promote higher order thinking through problem solving or decision making.	

ELEMENT	1 Point	2 Points	3 Points	4 Points	Score
Student Participation	Less than 2 elements evident	2 of 4 elements evident	3 of 4 elements evident	1. Encourages student participation throughout. 2. Seeks participation from non-volunteers. 3. Students actively engaged throughout entire lesson. 4. Uses student ideas and responses to encourage interaction.	
Accommodates Individual Differences	Less than 3 elements evident	3 of 5 elements evident	4 of 5 elements evident	1. Uses different activities or materials to accommodate differences. 2. Uses different assessment methods for individuals. 3. Multiple Intelligences used 4. Enrichment & remediation provided. 5. Interests of students considered.	
Effective Communication	Less than 3 elements evident	3 of 5 elements evident	4 of 5 elements evident	1. Uses correct oral & written communication. 2. Uses vocabulary appropriate for grade. 3. Observes students' "body language" 4. Uses students' ideas and responses. 5. Gives clear directions, steps, examples.	
ASSESSING AND PRESCRIBING					
Monitoring student performance	Less than 2 elements evident	2 of 4 elements evident	3 of 4 elements evident	1. Asks higher order questions to check for student understanding. 2. Moves around room to check for student understanding. 3. Requests student demonstrations of what has been taught and learned. 4. Encourages students to ask questions.	
Appropriate assessment techniques used	LEAP type assessments are not evident in this unit.	1 of 3 elements evident	2 of 3 elements evident	1. Assessment opportunities tied to comprehensive curriculum. 2. Evidence of assessment variety (alternative, etc.) 3. Assessment opportunities require students to critique, assess, draw conclusions and/or construct responses similar to LEAP format.	
Feedback	Less than 3 elements evident	3 of 5 elements evident	4 of 5 elements evident	1. Acknowledges students' participation. 2. Affirms correct response and explains why response is correct. 3. Provides corrective feedback and why 4. Makes specific recommendation for improvement. 5. Praises specific academic behaviors.	

ELEMENT	1 Point	2 Points	3 Points	4 Points	Score
Methods of assessing student growth	Less than 2 elements evident	2 of 4 elements evident	3 of 4 elements evident	1. Two or more non-paper, pencil methods of measuring achievement provided. 2. Evidence of student growth. 3. Uses assessment to guide instruction & pace 4. Records needs of individuals	
SCHOOL IMPROVEMENT					
Committee and grade level participation	Less than 2 elements evident	2 of 5 elements evident	3 of 5 elements evident	1. Collaborative planning with grade or subject areas. 2. Committee member 3. Participates in WFSG, LINCS, or Book Study 4. Volunteers to lead, initiate, or participate in group. 5. Mentors/assists teacher	
School Improvement Plan	Less than 2 elements evident	2 of 4 elements evident	3 of 4 elements evident	1. Participates in Professional Dev. Activities 2. Implements activities/strategies from Professional Dev. 3. Knowledgeable of School Improvement Plan 4. Uses SIP activity in Prof. Growth plan.	
Professional Growth	Adequate progress not made towards completion of Professional Growth Plan activities.	1 of 3 elements evident	2 of 3 elements evident	1. Prof. Growth Plan linked to observation need. 2. Prof. Growth Plan linked to school improvement plan. 3. Prof. Growth Plan linked to student achievement.	
Encourages Parent Involvement & provides timely information	Less than 2 elements evident	2 of 4 elements evident	3 of 4 elements evident	1. Communication with parents evident more than once in grading period. 2. Parents encouraged to participate in educational activities. 3. Plans parent involvement activities. 4. Attends parent involvement activities.	
Seeks Community involvement in instructional program	No evidence of community involvement.	2 of 4 elements evident	3 of 4 elements evident	1. Uses newspaper to cover event related to instruction. 2. Uses community businesses/leaders to enhance instruction. 3. Participates in community activities that encourage involvement in instructional program. 4. Positive communication about schools in community.	