

Reflection

Name of Staff Member:

School:

Grade/Subject:

Staff Signature _____

Date Signed _____

RSU 57 “Routine Events” Mechanics of Teaching Self-Assessment Form

Name of Staff Member:

School:

Grade/Subject:

Design Question #1: What will I do to establish and communicate learning goals, track learner progress, pace content, and celebrate success?

1. What do I typically do to provide clear learning goals, rubrics, or exemplars?	
<p>There is a clearly stated learning goal accompanied by a rubric, capacity matrix or scoring guide that describes levels of performance relative to the learning goal.</p>	<p>How do your kids respond when asked: “What am I learning? Why am I learning? How do I know I learned?”</p> <p><u>Notes:</u></p>
<p>Teacher Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has identified a learning goal for each learner. <input type="checkbox"/> Teacher provides learning goal (capacity matrix, rubrics, etc.) access to all learners. <input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. <input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson. <input type="checkbox"/> Teacher has a rubric, capacity matrix or scoring guide that relates to the learning goal(s) that all learners can see. <input type="checkbox"/> Teacher makes reference to the rubric, scoring guide or capacity matrix throughout the lesson. <input type="checkbox"/> Teacher represents learning goals in ways accessible to all learners (pictures, icons). <input type="checkbox"/> Teacher articulates for the learners the purpose of the learning goal(s). <input type="checkbox"/> Teacher provides exemplars to differentiate the levels of proficiency. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Learner Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, learners can explain the learning goal for the lesson. <input type="checkbox"/> When asked, learners can explain how their current activities relate to the learning goal. <input type="checkbox"/> When asked, learners can explain the meaning of the levels of performance articulated in the rubric, exemplar, scoring guide, or capacity matrix. <input type="checkbox"/> When asked, learners know what they will do next. <input type="checkbox"/> When asked, learners can reference their rubric, capacity matrix, scoring guide, etc. <input type="checkbox"/> When asked, learners can reference IC (MMS & MHS). <input type="checkbox"/> When asked, learners can articulate the purpose of the learning goal. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

How am I doing? (Circle one)

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing clear learning goals and scales (rubrics)	I adapt and create new strategies for unique learner needs and situations.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors learners' understanding of the learning goal and the levels of performance.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but do so in somewhat of a mechanistic (impersonal) way.	I use the strategy inconsistently or with parts missing.	I should use the strategy, but I don't.

2. What do I typically do to track learner progress?	
<p>The teacher facilitates tracking of learner progress on one or more learning goals using a formative and/or summative approach to assessment.</p>	<p>How do your kids respond when asked: "What am I learning? Why am I learning? How do I know I learned?"</p> <p><u>Notes:</u></p>
<p>Teacher Practices (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses a pretest to determine learners' needs. <input type="checkbox"/> Teacher uses backwards design. <input type="checkbox"/> Teacher helps learners track their individual progress on the learning goal using PBE tools such as rubrics, capacity matrixes or bar graphs. <input type="checkbox"/> Teacher assigns scores using a scoring rubric that depicts learner status relative to the learning goal. <input type="checkbox"/> Teacher uses formal and informal means to assign scores to learners (evidence, questioning, "hits" the goal). <input type="checkbox"/> Teacher charts the progress of the entire class on the learning goal when appropriate. (e.g., IC, posters) *Sensitivity is key when using visuals to create a culture of shared learning and success! <input type="checkbox"/> Teacher provides a tool (tracker) or device and process for tracking student success. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Learner Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, learners can describe their status relative to the learning goal using the rubric, scoring guide or capacity matrix. <input type="checkbox"/> Learners can describe and assign scores using a rubric or scoring guide that depicts learner's status relative to the learning goal. <input type="checkbox"/> Learners systematically update their status on the learning goal using formal and informal tools such as bar graphs, posters, etc. <input type="checkbox"/> The learner independently uses a tool, tracker, and/or process. <input type="checkbox"/> Learners log into IC (MMS & MHS). <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

How am I doing? (Circle one)

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Tracking learner progress	I adapt and create new strategies for unique learner needs and situations.	I facilitate tracking of learner progress using a formative approach to assessment and monitor the extent to which learners understand their level of performance.	I facilitate tracking of learner progress using a formative approach to assessment, but do so in somewhat of a mechanistic (impersonal) way.	I use the strategy inconsistently or with parts missing.	I should use the strategy, but I don't.

3. What do I typically do to celebrate success?	
<p>The teacher provides learners with recognition of their current status and their knowledge gained relative to the learning goal(s).</p>	<p>How do your kids respond when asked: "What am I learning? Why am I learning? How do I know I learned?"</p> <p><u>Notes:</u></p>
<p>Teacher Practices (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher acknowledges learners who have achieved proficiency. <input type="checkbox"/> Teacher acknowledges learners who have made gains in their knowledge and skill relative to the learning goal(s). <input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class/group. <input type="checkbox"/> Teacher uses a variety of ways to celebrate success, for example: <ul style="list-style-type: none"> • Show of hands • Certificate of success • Parent notification • Round of applause • Changing levels • Stickers • Bump/rock/knuckles <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Learner Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners show signs of pride regarding their accomplishments in class (shares results w/friends/ teacher). <input type="checkbox"/> When asked, learners say they want to continue to make progress. <input type="checkbox"/> Learners independently celebrate their own and other learners' successes. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

How am I doing? (Circle one)

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Celebrating success	I adapt and create new strategies for unique learner needs and situations.	I provide learners with recognition of their current status and their knowledge gained relative to the learning goal and monitor the extent to which learners are motivated to enhance their status.	I provide learners with recognition of their current status and their knowledge gained relative to the learning goal, but do so in somewhat of a mechanistic (impersonal) way.	I use the strategy inconsistently or with parts missing.	I should use the strategy, but I don't.

Design Question #6: What will I do to establish and maintain classroom code of conduct and classroom procedures?

<p>4. What do I typically do to establish and maintain classroom code of conduct and classroom procedures?</p>	
<p>The teacher reviews expectations regarding code of conduct and classroom procedures to ensure their effective and consistent execution.</p>	<p>How do your kids respond when asked: "What am I learning? Why am I learning? How do I know I learned?"</p> <p><u>Notes:</u></p>
<p>Teacher Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher involves learners in designing classroom routines, shared vision, code of conduct, etc. <input type="checkbox"/> Teacher uses classroom meetings and visual cues to review and process code of conduct and classroom procedures. <input type="checkbox"/> Teacher reminds learners of code of conduct and classroom procedures. <input type="checkbox"/> Teacher asks learners to restate, explain and practice code of conduct and classroom procedures. <input type="checkbox"/> Teacher provides cues or signals when a code or procedure should be used. <input type="checkbox"/> Teacher models expected behaviors for code of conduct and procedures. <input type="checkbox"/> Teacher uses visual support (flow charts, SOPs, Graphic Organizers etc.) to visually help learners access procedures in the classroom. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Learner Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners follow clear routines during class. <input type="checkbox"/> When asked, learners can describe established code of conduct, shared vision and procedures for large groups, small groups and individual settings. <input type="checkbox"/> When asked, learners describe the classroom as an orderly place. <input type="checkbox"/> Learners recognize cues and signals by the teacher. <input type="checkbox"/> Learners regulate their own behavior. <input type="checkbox"/> Learners model code of conduct and expected procedures. <input type="checkbox"/> Learners use visual support (flow charts, SOPs, Graphic Organizers etc.) to help navigate procedures in the classroom. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

How am I doing? (Circle one)

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing classroom routines	I adapt and create new strategies for unique learner needs and situations (PLPs).	I establish, review, and model expectations regarding code of conduct and classroom procedures consistently and monitor the extent to which learners understand the rules and procedures.	I establish and review expectations regarding code of conduct and classroom procedures consistently, but do so in somewhat of a mechanistic (impersonal) way.	I use the strategy inconsistently or with parts missing.	I should use the strategy, but I don't.

5. What do I typically do to organize the physical layout of the classroom?

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

How do your kids respond when asked: "What am I learning? Why am I learning? How do I know I learned?"

Notes:

Teacher Evidence (Check all that apply)

- The physical layout of the classroom has clear traffic patterns.
- The physical layout of the classroom provides easy access to material and centers (Universal Design).
- The teacher models personal organization for students in order to access materials for learning.
- The classroom is designed in a learner centered way that enhances learner learning:
 - Bulletin boards relate to current content
 - Learners' work is displayed
 - Places for group learning, cooperative learning or individual learning

(Examples not limited to those shared!)

Other Evidence:

-
-
-
-
-

Learner Evidence (Check all that apply)

- Learners move easily about the classroom.
- Learners make use of materials and learning centers.
- Learners attend to examples of their work that are displayed.
- Learners attend to information on the bulletin boards.
- Learners are not distracted by environment and can easily focus on instruction.
- Learners collaborate with teacher to create a learner-centered classroom.

(Examples not limited to those shared!)

Other Evidence:

-
-
-
-

How am I doing? (Circle one)

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing the physical layout of the classroom	I adapt and create new strategies for unique learner needs and situations.	I organize the physical layout of the classroom to facilitate movement and focus on learning and monitor the impact of the environment on learner learning.	I organize the physical layout of the classroom to facilitate movement and focus on learning, but do so in somewhat of a mechanistic (impersonal) way.	I use the strategy inconsistently or with parts missing.	I should use the strategy, but I don't.

Optional Staff Member Response/Comments:

RSU 57 “Routine Events” Observation Form Implementing the Mechanics of Teaching

Name of Staff Member:

School:

Grade/Subject:

Date of Observation(s):

Time Period:

of Students:

Design Question #1: What will I do to establish and communicate learning goals, track learner progress, pace content, and celebrate success?

2. What do I typically do to provide clear learning goals, rubrics, or exemplars?	
<p>There is a clearly stated learning goal accompanied by a rubric, capacity matrix or scoring guide that describes levels of performance relative to the learning goal.</p>	<p>“What am I learning? Why am I learning? How do I know I learned?”</p> <p><u>Notes:</u></p> <p><u>Suggestions:</u></p>
<p>Teacher Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has identified a learning goal for each learner. <input type="checkbox"/> Teacher provides learning goal (capacity matrix, rubrics, etc.) access to all learners. <input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. <input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson. <input type="checkbox"/> Teacher has a rubric, capacity matrix or scoring guide that relates to the learning goal(s) that all learners can see. <input type="checkbox"/> Teacher makes reference to the rubric, scoring guide or capacity matrix throughout the lesson. <input type="checkbox"/> Teacher represents learning goals in ways accessible to all learners (pictures, icons). <input type="checkbox"/> Teacher articulates for the learners the purpose of the learning goal(s). <input type="checkbox"/> Teacher provides exemplars to differentiate the levels of proficiency. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Learner Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, learners can explain the learning goal for the lesson. <input type="checkbox"/> When asked, learners can explain how their current activities relate to the learning goal. <input type="checkbox"/> When asked, learners can explain the meaning of the levels of performance articulated in the rubric, exemplar, scoring guide, or capacity matrix. <input type="checkbox"/> When asked, learners know what they will do next. <input type="checkbox"/> When asked, learners can reference their rubric, capacity matrix, scoring guide, etc. <input type="checkbox"/> When asked, learners can reference IC (MMS & MHS). <input type="checkbox"/> When asked, learners can articulate the purpose of the learning goal. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique learner needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors learners' understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but does so in somewhat of a mechanistic (impersonal) way.	Uses the strategy inconsistently or with parts missing.	Should use the strategy, but doesn't.

3. What do I typically do to track learner progress?	
<p>The teacher facilitates tracking of learner progress on one or more learning goals using a formative and/or summative approach to assessment.</p>	<p><i>"What am I Learning? Why am I Learning? How do I know I Learned?"</i></p> <p><u>Notes:</u></p> <p><u>Suggestions:</u></p>
<p>Teacher Practices (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses a pretest to determine learners' needs. <input type="checkbox"/> Teacher uses backwards design. <input type="checkbox"/> Teacher helps learners track their individual progress on the learning goal using PBE tools such as rubrics, capacity matrixes or bar graphs. <input type="checkbox"/> Teacher assigns scores using a scoring rubric that depicts learner status relative to the learning goal. <input type="checkbox"/> Teacher uses formal and informal means to assign scores to learners (evidence, questioning, "hits" the goal). <input type="checkbox"/> Teacher charts the progress of the entire class on the learning goal when appropriate. (e.g., IC, posters) *Sensitivity is key when using visuals to create a culture of shared learning and success! <input type="checkbox"/> Teacher provides a tool (tracker) or device and process for tracking student success. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Learner Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, learners can describe their status relative to the learning goal using the rubric, scoring guide or capacity matrix. <input type="checkbox"/> Learners can describe and assign scores using a rubric or scoring guide that depicts learner's status relative to the learning goal. <input type="checkbox"/> Learners systematically update their status on the learning goal using formal and informal tools such as bar graphs, posters, etc. <input type="checkbox"/> The learner independently uses a tool, tracker, and/or process. <input type="checkbox"/> Learners log into IC (MMS & MHS). <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Tracking learner progress	Adapts and creates new strategies for unique learner needs and situations.	Facilitates tracking of learner progress using a formative approach to assessment and monitors the extent to which learners understand their level of performance.	Facilitates tracking of learner progress using a formative approach to assessment, but does so in somewhat of a mechanistic (impersonal) way.	Uses the strategy inconsistently or with parts missing.	Should use the strategy, but doesn't.

4. What do I typically do to celebrate success?	
<p>The teacher provides learners with recognition of their current status and their knowledge gained relative to the learning goal(s).</p>	<p><i>"What am I learning? Why am I learning? How do I know I learned?"</i></p> <p><u>Notes:</u></p> <p><u>Suggestions:</u></p>
<p>Teacher Practices (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher acknowledges learners who have achieved proficiency. <input type="checkbox"/> Teacher acknowledges learners who have made gains in their knowledge and skill relative to the learning goal(s). <input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class/group. <input type="checkbox"/> Teacher uses a variety of ways to celebrate success, for example: <ul style="list-style-type: none"> • Show of hands • Certificate of success • Parent notification • Round of applause • Changing levels • Stickers • Bump/rock/knuckles <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Learner Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners show signs of pride regarding their accomplishments in class (shares results w/friends/ teacher). <input type="checkbox"/> When asked, learners say they want to continue to make progress. <input type="checkbox"/> Learners independently celebrate their own and other learners' successes. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Celebrating success	Adapts and creates new strategies for unique learner needs and situations.	Provides learners with recognition of their current status and their knowledge gained relative to the learning goal and monitors the extent to which learners are motivated to enhance their status.	Provides learners with recognition of their current status and their knowledge gained relative to the learning goal, but does so in somewhat of a mechanistic (impersonal) way.	Uses the strategy inconsistently or with parts missing.	Should use the strategy, but doesn't.

Design Question #6: What will I do to establish and maintain classroom code of conduct and classroom procedures?

4. What do I typically do to establish and maintain classroom code of conduct and classroom procedures?	
<p>The teacher reviews expectations regarding code of conduct and classroom procedures to ensure their effective and consistent execution.</p>	<p><i>"What am I learning? Why am I learning? How do I know I learned?"</i></p> <p><u>Notes:</u></p> <p><u>Suggestions:</u></p>
<p>Teacher Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher involves learners in designing classroom routines, shared vision, code of conduct, etc. <input type="checkbox"/> Teacher uses classroom meetings and visual cues to review and process code of conduct and classroom procedures. <input type="checkbox"/> Teacher reminds learners of code of conduct and classroom procedures. <input type="checkbox"/> Teacher asks learners to restate, explain and practice code of conduct and classroom procedures. <input type="checkbox"/> Teacher provides cues or signals when a code or procedure should be used. <input type="checkbox"/> Teacher models expected behaviors for code of conduct and procedures. <input type="checkbox"/> Teacher uses visual support (flow charts, SOPs, Graphic Organizers etc.) to visually help learners access procedures in the classroom. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Learner Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners follow clear routines during class. <input type="checkbox"/> When asked, learners can describe established code of conduct, shared vision and procedures for large groups, small groups and individual settings. <input type="checkbox"/> When asked, learners describe the classroom as an orderly place. <input type="checkbox"/> Learners recognize cues and signals by the teacher. <input type="checkbox"/> Learners regulate their own behavior. <input type="checkbox"/> Learners model code of conduct and expected procedures. <input type="checkbox"/> Learners use visual support (flow charts, SOPs, Graphic Organizers etc.) to help navigate procedures in the classroom. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing classroom routines	Adapts and creates new strategies for unique learner needs and situations (PLPs).	Establishes, reviews, and models expectations regarding code of conduct and classroom procedures consistently and monitors the extent to which learners understand the rules and procedures.	Establishes and reviews expectations regarding code of conduct and classroom procedures consistently, but does so in somewhat of a mechanistic (impersonal) way.	Uses the strategy inconsistently or with parts missing.	Should use the strategy, but doesn't.

6. What do I typically do to organize the physical layout of the classroom?

<p>The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.</p>	<p>"What am I Learning? Why am I Learning? How do I know I Learned?"</p> <p><u>Notes:</u></p> <p><u>Suggestions:</u></p>
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<p>Teacher Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The physical layout of the classroom has clear traffic patterns. <input type="checkbox"/> The physical layout of the classroom provides easy access to material and centers (Universal Design). <input type="checkbox"/> The teacher models personal organization for students in order to access materials for learning. <input type="checkbox"/> The classroom is designed in a learner centered way that enhances learner learning: <ul style="list-style-type: none"> • Bulletin boards relate to current content • Learners' work is displayed • Places for group learning, cooperative learning or individual learning <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Learner Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners move easily about the classroom. <input type="checkbox"/> Learners make use of materials and learning centers. <input type="checkbox"/> Learners attend to examples of their work that are displayed. <input type="checkbox"/> Learners attend to information on the bulletin boards. <input type="checkbox"/> Learners are not distracted by environment and can easily focus on instruction. <input type="checkbox"/> Learners collaborate with teacher to create a learner-centered classroom. <p>(Examples not limited to those shared!)</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing the physical layout of the classroom	Adapts and creates new strategies for unique learner needs and situations.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on learner learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning, but does so in somewhat of a mechanistic (impersonal) way.	Uses the strategy inconsistently or with parts missing.	Should use the strategy, but doesn't.

Optional Staff Member Response/Comments:

Staff Signature _____

Date Signed _____

Administrator Signature _____

Date Signed _____

The staff member's signature denotes that the staff member has received and read the observation. Any written comments that the staff member makes concerning this observation, if received within 10 working days, will be appended to this document.